WARREN WILSON COLLEGE

SOCIAL WORK

FIELD EDUCATION MANUAL

1996
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PURPOSE OF FIELD EDUCATION MANUAL

This manual is intended to familiarize Social Work students, faculty and agency field instructors with the policies of the Social Work Field Education Program at Warren Wilson College. It is designed to be an ongoing reference guide for understanding the processes involved, both in the classroom setting and in the field education setting, in completing the field education requirement for the baccalaureate degree in Social Work at Warren Wilson College.

Warren Wilson College

Warren Wilson College is a private, liberal arts college that combines strong academics with work for the school and service to the community, for a more involving, more meaningful education. This unique Triad learning program of study, work, and service teaches students to make connections, solve problems, and grasp ideas in ways that go beyond the "typical" college experience. Warren Wilson College students are part of an academic community concerned about stewardship to the environment, social justice, and human dignity for all persons.

College Mission Statement

The mission of Warren Wilson College is to provide a distinctive undergraduate and graduate liberal arts education. Our undergraduate education combines academics, work, and service in a learning community committed to environmental responsibility, cross-cultural understanding, and the common good.

Core Values

All proceedings, programs, and initiatives of the College are grounded in a commitment to the following core values:

- The Triad: Academics, work, and service
- Community: Civic engagement and participatory governance
- Liberal Arts: Experiential and innovative education
- Sustainability: Environmental responsibility, social and economic justice
- Diversity: Inclusivity, international and cross-cultural understanding
- Wellness: Personal growth and well-being

Enduring Institutional Objectives
Drawing from its core values, the College accomplishes its mission through an enduring commitment to the following objectives:

1. To practice an integrated Triad of academic study, productive work, and meaningful service
2. To prepare students for service, leadership, and meaningful lifelong work and learning
3. To offer an undergraduate educational program that
   A. Enables students to think critically, obtain and evaluate information effectively, and communicate clearly;
   B. Introduces students to a variety of ways that humans acquire and use knowledge;
   C. Provides students with opportunities to develop a breadth of understanding and to make connections among areas critical to a liberal arts curriculum;
   D. Requires that students demonstrate a depth of understanding through competence in one or more academic disciplines;
   E. Leads students into considered reflection on the meaning and value of work and service to others;
   F. Engages students in Triad activities that deepen understanding about the environmental, economic, and community bases of sustainability;
   G. Guides students in examining their lives and articulating their beliefs and values;
   H. Provides opportunities for personal, physical, moral, and spiritual development;
   I. Imparts an awareness of the commonality of human problems while encouraging the development of civic engagement and a sense of social justice;
   J. Offers educational opportunities for students to better appreciate the diversity of the world and to develop cross-cultural and international understanding.
4. To offer select, innovative graduate programs grounded in the liberal arts tradition
5. To promote environmental responsibility in students through education, campus operations, policy, and community outreach
6. To create an educational community representing a broadly diverse world
7. To nurture, through responsible and resourceful management policies, a small, residential community where students, faculty, staff, and governing board share close, mutually supportive, personal relationships and collaborate in College governance.
Warren Wilson College Social Work Program

The Warren Wilson College Social Work Program is viewed as a natural extension of the College mission statement, which accords value to personal and social transformation in a diverse and collaborative community environment. Service has always been a cornerstone of the College's purpose, and social work education was included in the initial curriculum when the college made its transition from a two year to a four year institution in 1965. The Social Work Program was among the earliest college baccalaureate programs to become accredited by the Council on Social Work Education (CSWE) in 1978; and, the Program has maintained continuous CSWE accreditation since then. The program of study is based on the CSWE Educational Policy and Accreditation Standards for the Baccalaureate Degree Programs in Social Work Education as set forth in the CSWE Commission on Accreditation Handbook of Accreditation Standards and Procedures, 6th Edition (2008). The CSWE Educational Policy and Accreditation Standards is available at: http://www.cswe.org/File.aspx?id=13780

Social Work Program Mission Statement

The mission of the Social Work Program at Warren Wilson College is to provide students preparation for beginning-level entry into the profession of social work through an undergraduate generalist social work education that is educationally sound, academically challenging, ethically principled, and socially relevant, and which is solidly framed by the Triad experience of service, work, and education in the liberal arts.

This mission is accomplished by:

- Instilling within the students an understanding of the history and complexity of social systems.
- Affirming and strengthening students’ beliefs about social responsibility for others, including people who are marginalized, oppressed, and disenfranchised.
- Helping the students to integrate a holistic, person-in-environment perspective of individuals, families, groups, organizations and communities with appropriate intervention strategies.
- Exposing the students to a variety of populations and fields of practice.
- Providing a curriculum that assists the students to draw upon the strength of classroom experiences, field learning, service-learning, work, and education in the
liberal arts.

- Helping students to begin the process of balancing their personal and professional lives, which includes the appropriate use of supervision.
- Developing within the students an identity with the profession of social work, including its ethical standards and concern for the common good.

### Social Work Program Goals, Competencies and Expected Learning Outcomes

**Program Goals**
The goals of the Warren Wilson College Social Work Program are as follows:

1. To prepare practitioners for baccalaureate level generalist social work practice with diverse populations and multigenerational client systems of various sizes and types.

2. To prepare individuals to live in a global society who are committed to personal growth and contributing to the common good.

3. To foster the development of values and ethics related to the NASW Code of Ethics that guides professional social workers in their practice.

4. To prepare practitioners with a commitment to continuing their professional growth and development as a component of social work practice.

5. To prepare practitioners to practice effectively in the global, political, social, cultural, economic, physical/natural, spiritual and technological environments of the 21st century.

**Program Competencies and Expected Learning Outcomes**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Expected Learning Outcomes (AKA: practice behaviors)</th>
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<tbody>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly</td>
<td>1. Advocate for client access to the services of social work.</td>
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<tr>
<td>2. Practice personal reflection and self-correction to assure continual professional development.</td>
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<td>3. Attend to professional roles and boundaries.</td>
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<td>4. Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<tr>
<td>5. Engage in career-long learning.</td>
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<td>6. Use supervision and consultation.</td>
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<tr>
<td>2 Apply social work ethical principles to guide professional practice</td>
<td>7. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
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<td>8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.</td>
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<td>9. Tolerate ambiguity in resolving ethical conflicts.</td>
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<td>10. Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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<tr>
<td>3 Apply critical thinking to</td>
<td>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td>inform and communicate professional judgments</td>
<td>12. Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<tr>
<td>4 Engage diversity and difference in practice</td>
<td>14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<td>INCLUDES: Age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation</td>
<td>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<td>16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<td>17. View themselves as learners and engage those with whom they work as informants.</td>
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<tr>
<td>5 Advance human rights and social and economic justice</td>
<td>18. Understand the forms and mechanisms of oppression and discrimination.</td>
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<tr>
<td>19. Advocate for human rights and social and economic justice.</td>
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<tr>
<td>20. Engage in practices that advance social and economic justice.</td>
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<tr>
<td>6 Engage in research-informed practice and practice-informed research</td>
<td>21. Use practice experiences to inform scientific inquiry.</td>
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<td>22. Use research evidence to inform practice.</td>
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<tr>
<td>7 Apply knowledge of human behavior and the social environment</td>
<td>23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
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<td>24. Critique and apply knowledge to understand person and environment.</td>
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<tr>
<td>8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>25. Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<td>26. Collaborate with colleagues and clients for effective policy action.</td>
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<tr>
<td>9 Respond to contexts that shape practice</td>
<td>27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<td>28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<td>10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</td>
<td>29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
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<td>30. Use empathy and other interpersonal skills.</td>
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<td>31. Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<td>32. Collect, organize and interpret client data.</td>
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<td>33. Assess client strengths and limitations.</td>
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<td>34. Develop mutually agreed-on intervention goals and objectives.</td>
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<td>35. Select appropriate intervention strategies.</td>
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<td>36. Initiate actions to achieve organizational goals.</td>
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<td>37. Implement prevention interventions that enhance client capacities.</td>
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<td>38. Help clients resolve problems.</td>
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<td>39. Negotiate, mediate, and advocate for clients.</td>
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<td>40. Facilitate transitions and endings.</td>
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<tr>
<td>41. Critically analyze, monitor, and evaluate interventions.</td>
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Areas of Focus

The Warren Wilson College Social Work Curriculum reflects three areas of focus, which are infused throughout the curriculum. The three areas are:

**Multigenerational Practice** – As the population ages, multiple generations co-exist like never before. Social workers today need to be skilled and knowledgeable about multigenerational needs, issues, and opportunities. Whether they work with children, teens, the elderly, communities, or social policies, social workers are bound to work with multiple generations at once. This particular area of focus is supported by the CSWE Gero-Ed Curriculum Development Institute, of which the Warren Wilson College Social Work Program is a participant (2005-2007).

**International/Global Perspective** – As the world becomes more and more “globalized” it is essential for social workers to approach their work with a global perspective. As students prepare for their profession, the development of understanding global interdependence will aid them in working with client systems, whether domestically or abroad.

**Environmental Sustainability** – As the state of the physical and natural environments has become more urgent, social work can no longer afford to ignore the effects of environmental degradation on people and communities, as well as the relationship between social and environmental justice. Social workers today must be skilled and knowledgeable about our physical and natural surroundings as much as our social environments.

**Generalist Practice Perspective**

The Warren Wilson College Social Work Program offers the baccalaureate degree in Social Work from a generalist social work practice perspective. Generalist practice at the baccalaureate level is defined as that which embraces the breadth of social work practice. The program utilizes the Association of Baccalaureate Program Directors (BPD) definition of generalist practice:

*Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.*
Discussed and advanced by the BPD Social Work Continuum Committee and approved by the Board of Directors, 2006

**NASW Code of Ethics**

All social work students are required to be knowledgeable of and to uphold professional social work values and ethics in accordance with the National Association of Social Workers (NASW) Code of Ethics. The Code of Ethics is available from the Social Work Department or on-line at http://www.naswdc.org/CODE.HTM.

**Field Education**

**Overview**

Field education is a consciously planned set of experiences based on students’ learning needs as defined by the student, the Director of Field Education, and the Field Instructor. Field education provides opportunities to test, integrate and incorporate classroom theory with practice experience. The intent of field education is not job training, but rather it is an integrative educational/practice experience that prepares students for careers in social work.

The Field Education component of the curriculum is an indispensable aspect of undergraduate social work education. Field education is the culminating component of the curriculum where students have the opportunity to practice baccalaureate level generalist social work with clients. SWK 430: Field Education is typically taken during the student’s last semester of study at Warren Wilson College, and is taken simultaneously with SWK 435: Field Education Seminar. Together, these two courses account for a full academic load of 16 credits. In general, students are not permitted to take other courses, in addition to SWK 430 and SWK 435, during the field placement semester so that their full efforts can be devoted entirely to Field Education. The campus work requirement is waived for students in the field internship. In addition, students are highly discouraged from engaging in outside employment during the semester of field education. Such involvement tends to detract necessary time and energy from the intensive and demanding field education experience.

**Admission to Field Education**
Students who have been formally admitted to the Social Work major must later be admitted to field education. Admission to field education must be granted prior to enrollment in SWK 430: Field Education, and SWK 435: Field Education Seminar. Students will apply for admission to field education as a requirement of completing SWK 425: Orientation to Field Education. The Application for Admission to Field Education may be found in Appendix A. The deadline for all application criteria will be specified in the syllabus for SWK 425. The following criteria will be required for admission to field education:

- An overall grade points average of 2.5 or higher and a grade of C or better in all courses taken in the Social Work major.
- Professional resumé.
- Evidence of NASW membership and NASW-sponsored student liability insurance.
- Two written letters of reference in support of the student’s competence for entering field education. At least one reference must be from someone who has supervised the student in service work.
- Evidence that the student is not on academic, service, social, or work probation.
- Professional interview with the Director of Field Education. The focus of the interview will be on student readiness to enter field education.

Following review of the criteria for admission to field education, the Social Work faculty will make one of the following decisions:

a) Admission to Field Education is granted;

b) Admission to Field Education is denied.

If an applicant is denied, the student will be notified in writing of the faculty’s decision, including rationale for the decision as appropriate. Students who are denied admission to field education may reapply at a later date. Students who reapply must provide evidence that the reasons for which admission was originally denied have been appropriately remedied.

**Appeals Process**

If a student believes that they have been treated unfairly during this application process, it is encouraged that the student approach the department chair to informally discuss the situation and determine if an acceptable solution may be found. If no such solution is forthcoming the student may appeal directly to the Vice President for Academic Affairs. This appeal must be made
within two weeks of the departmental action that the student perceives to be unjust. The Vice President for Academic Affairs may meet with the student and Social Work faculty members separately or jointly, or may rely on written information to address the appeal. The resolution of the appeal must come within two weeks of the date of the appeal. The Vice President for Academic Affairs is the final arbiter of any appeal.

Hours Requirement
The field internship in the Warren Wilson College Social Work Program is known as a "block" placement. That is, students complete the field requirement in a one-semester block of time. During the field education semester, students are required to work in the assigned agency four days per week and attend a field seminar class on campus one day per week. Field work hours are generally concordant with the usual operating hours of the agency serving as the field placement site. Students are expected to work 32 hours per week during fifteen weeks of the field education semester, thus completing 480 hours in field education. Total accumulation of less than the 480 hours may result in a lowered field grade. In no case may a student receive credit for field education without completing a minimum of 472 hours.

The primary support systems for students during the field education semester are the Director of Field Education and the Field Instructor. Information about each of these important roles is as follows:

Director of Field Education
The Director of Field Education is the faculty member primarily responsible for arranging field placement sites for the Social Work Program. The Director of Field Education also facilitates field orientation training for students and Field Supervisors. The Director of Field Education provides ongoing monitoring of the overall field program. In addition, the Director of Field Education acts as the Field Liaison, serving to link the college, the student and the field agency. As the Field Liaison, the Director of Field Education acts as a support person for the student, assuring that the placement is one that is supportive of student development in generalist social work skills. The Director of Field Education will generally make two visits to the agency during the field semester: a visit at the time of the mid-semester evaluation, and a final visit near the
end of the semester for the final evaluation of the student (more frequent contacts may be made as needed). The purpose of these visits is to offer support and guidance as well as ongoing assessment of student performance. The Director of Field Education is responsible for assigning field education grades to students. Grades will be assigned based on evaluation of student performance in the field and in collaboration with Field Instructor input. In the event that problems should be encountered with a placement setting, either from the student or the Field Supervisor, the Director of Field Education is available to assist in the positive resolution of these problems.

Field Instructor

The Field Instructor, sometimes referred to as the Field Supervisor, is a professional social worker employed in the field placement agency who has agreed to and been approved by the Social Work Program to supervise students in field placement. The Field Instructor assumes the role of supporting, directing, and supervising the daily activities of the student in the field agency setting. The Field Instructor also plays a major role in evaluating student performance in field education.

Warren Wilson’s policy on field instructors follows standard 2.1.6 from CSWE’s 2008 Educational Policy and Accreditation Standards which states that field programs must:

*Specify the credentials and practice experience of its field instructors necessary to design Field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE -accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

Warren Wilson prefers to for Field Instructors to possess at least a BSW and preferably an MSW degree from a CSWE accredited social work program with at least one year experience in their current agency/position. If field supervisors do not have a social work degree from a CSWE accredited social work program, the Director of Field Education will assume the responsibility for working with the student to create a plan for providing a social work perspective on their internship activities. All Field Instructors must demonstrate a commitment to the values of the
social work profession, competence in practice, and interest in supporting student education at
the baccalaureate level.

Field Education Expected Outcomes
During the field education experience, students are expected to demonstrate generalist social
work competencies, including the application of social work values and the NASW Code of
Ethics. Generalist social work competencies are reflected in the field education objectives that
reflect the Social Work Program Goals, Competencies, and Expected Learning Outcomes noted
earlier in this manual.

Professionalism in Field Education
Students in field placement are expected to conduct themselves as professional social workers in
accordance with the Program's field objectives and the NASW Code of Ethics. In addition, other
related general indicators of professionalism include the following:

Promptness in arriving for work and meetings.
• Adherence to work schedule; the Field Supervisor and Director of Field Education must be
  notified in advance in cases of absence from field education.
• Professional attire in accordance with the dress code and norms of the field agency.
• Maintaining confidentiality related to clients and the agency.
• Maintaining enthusiasm and a positive attitude toward both seeking and receiving
  supervision regarding social work practice.

Social Work Program Nondiscrimination Policy
The Warren Wilson College Social Work Program does not discriminate on the basis of race,
color, creed, religion, national or ethnic origin, gender, age, marital status, disability, or sexual
orientation.

Transportation to Field Education Settings
Since all field education settings are located outside the campus setting, students are required to
provide their own means of transportation to and from their respective field education settings.
The Asheville City bus system does not serve the campus area. Therefore, students are expected
to secure access to private transportation in order to accommodate transporting themselves to and from their field education agency.

Selection of Field Education Agencies
In consultation with the student, the Director of Field Education will identify a potential field education agency conducive to the learning needs of the student in accordance with the current availability of community agency resources. Although guarantees regarding securing a placement based on a student's stated agency preferences cannot be made, efforts will be made to place students with preferred client populations and in preferred agencies whenever possible.

Criteria used in selecting field education agencies include the following: The field education agency must be in good standing with NASW; the agency must demonstrate a commitment to baccalaureate-level social work practice; the agency must provide adequate resources and personnel for field education (work space, phone access, and supervision); and, the agency must demonstrate a commitment toward collaboration with the Warren Wilson College Social Work Program in the field education of baccalaureate-level generalist social workers.

A primary resource for review in exploring agencies in the Asheville/ Swannanoa/Black Mountain area is the Directory of Community Services, published by United Way of Asheville and Buncombe County. The Directory may be purchased from United Way, located at 50 South French Broad Avenue in Asheville (phone: 828-255-0696). In addition, a copy of the Directory is maintained on reserve in the Martha Ellison Library on campus. Agencies where placements have been arranged in recent years have included the following:

- Buncombe County Department of Social Services, Asheville, NC
- Women At Risk, North Carolinians for Criminal Justice, Asheville, NC
- Children First Communities in Schools, Asheville, NC
- Mission Hospitals, Asheville, NC
- Eliada Homes, Inc., Asheville, NC
- Mountain Area Residential Facilities, Inc., Asheville, NC
- CooperRiis Healing Community, Asheville, NC
- Western North Carolina AIDS Project, Asheville, NC
- United Way, Asheville, NC
- Caring for Children, Inc., Asheville, NC
- YWCA Outreach Program, Asheville, NC
- Pisgah Legal Services, Asheville, NC
- The Mediation Center, Asheville, NC
- Headstart/Opportunity Corporation, Asheville, NC
- Mountain Area Child and Family Center, Swannanoa, NC
- Council on Aging of Buncombe County Inc., Asheville, NC
- DaVita Dialysis, Weaverville, NC.
- New Vistas Behavioral Health Services, Asheville, NC
- Charles George VA Medical Center, Asheville, NC
- Center for Participatory Change, Asheville, NC
- First at Blue Ridge, Inc., Ridgecrest, NC
- CooperRis Healing Community, Mill Spring, NC
- Irene Wortham Center, Asheville, NC

Once an agency and field instructor have been determined eligible to serve in the field education component of social work education at Warren Wilson College, the Director of Field Education will grant the student permission to interview with the prospective Field Instructor in the agency setting. Upon student and Field Instructor agreement that a positive working relationship seems possible, the Director of Field Education will finalize plans for the placement. Under no circumstances should students initiate contact with a potential field education agency or Field Instructor without prior approval from the Director of Field Education.

Policy on Field Education in Employment Settings
In general, students are not encouraged to pursue field education in an agency where they are currently employed because their field education experiences might be compromised in favor of duties related to employment. Students wishing to pursue field education in an agency where they are currently employed, must submit a request in writing to the Director of the Social Work Program. Consideration of approval for the request will be in relation to fulfillment of the following criteria:
1) Student field education assignments and field education supervision should differ from those associated with the student's employment;
2) The availability of release time (from employment) for course and field education must be ensured; and,
3) Field education must be educationally focused rather than solely centered on agency services.

Long Distance Field Placements
The Asheville and surrounding areas provide a comprehensive array of agencies for field education. Field placements in a setting outside a 50 mile radius of Warren Wilson College are considered only under the following conditions:
1) A written statement from the student explaining how the placement setting provides a set of experiences the student could not receive at an agency closer to Warren Wilson College, and why those experiences are important to the student, must be approved by the Director of Field Education and the Program Director.
2) The student must agree to participate (through current and available technologies if necessary) in the SWK 435 Field Seminar in whatever ways deemed feasible and appropriate by the Director of Field Education.
3) The student must agree to bear all additional expenses (mileage, hotel, food, etc.) incurred by the Director of Field Education on visits to the field placement agency for establishing and supervising the placement.
4) The placement is conditional upon the availability of appropriate program resources to allocate additional faculty time for out-of-town field visits and the additional workload such involvement entails.
5) The student must have at least a 2.50 G.P.A. overall and a 3.0 G.P.A. in social work courses at the time of the admission to field placement interview. Rationale: students wishing to participate in long distance placements must demonstrate preparedness through academic achievement since immediate access to College faculty support will be limited by distance.

Liability Insurance Requirement
The field placement experience involves actual student social worker intervention with a
designated client population. Even though the field placement is designed so that students have supervision, consultation, and support available to them, the question of legal risk and vulnerability always remains. Therefore, the Warren Wilson College Social Work Program requires that all students purchase student liability insurance through the National Association of Social Workers (NASW) Insurance Trust prior to entering the semester of field work.

Applications for insurance coverage may be obtained from the Social Work Department or online at http://www.naswdc.org/TrsMemb/studtrus.htm. Please note that in order to obtain this liability coverage, one must first be a member of NASW. NASW membership applications may also be obtained from the Social Work Department. Since processing time for applications takes approximately six to eight weeks, students must complete the application process by mid-semester break of the semester directly preceding the field education semester. Application must first be made for NASW membership. Once the student receives confirmation of membership in NASW, then application for liability insurance can be initiated. Students are required to supply the necessary fees involved in these application processes.

Social Work Program-Agency Agreement
A Social Work Program-Agency Letter of Agreement (see Appendix B) must be completed to formally initiate the Warren Wilson/Agency field education relationship. This agreement, initiated by the Director of Field Education, specifies the responsibilities of the College and the agency in providing a quality field experience for the student. This agreement must be completed before the student begins the field placement.

Field Education Learning Contract
Each student in field placement is responsible for preparing a Field Education Learning Contract (see Appendix C) in consultation with the agency Field Instructor and the Warren Wilson College Director of Field Education. The document is to be a statement of the agreement between the student and the agency concerning their working relationship. It should describe the student's responsibility to the agency as well as the agency's responsibility to the student.

The Field Education Learning Contract should include the following topics (see Appendix F,
“Field Education Learning Contract”):

1. The student's work schedule, including expected work hours and mechanisms for written record-keeping of hours;

2. A plan for how weekly hour-long supervisory conferences will occur (when, where, who is responsible for the agenda, etc.);

3. Learning goals for the field experience (see Field Education Objectives and the Evaluation of Student Performance in Field Education Form);

4. Specific learning objectives (activities/tasks) toward each learning goal (the student's work assignments);

5. Evaluation procedures (see the Evaluation of Student Performance in Field Education Form);

6. Specific agency policies that might impact the student's work.

The Field Education Learning Contract should be developed in accordance with the guidelines as set forth in SWK 435: Field Seminar. It is the student's responsibility to keep one copy of the agreement, and to submit copies to the Field Instructor, and Director of Field Education.

Evaluation of Field Education

Evaluation and feedback regarding student performance during the field placement semester are essential components of field education. The Evaluation of Student Performance in Field Education has been integrated into the Learning Contract Form in one document and is the instrument used to record student field education performance. This form is completed collaboratively by students and their Field Supervisor, and in consultation with the Director of Field Education, at mid-term and again during the last week of the field education semester. The Director of Field Education, in collaboration with the Field Instructor, will assign student grades for field education. Students are requested to offer their evaluation of the field education experience by completing the Student Evaluation of Field Education form (Appendix D) during the last week of the field education semester.

While excellent performance in field placement is the expectation for all students, occasionally circumstances arise where a student's ability to accomplish the Field Education Program Objectives, adhere to the Field Education Contract, or follow the NASW Code of Ethics is
seriously questioned. A student's performance in field education may be terminated at any time there is a failure to perform in accordance with the Field Education Program Objectives, Field Education Contract, or NASW Code of Ethics. For specific criteria constituting termination from the Social Work Program, please refer to the Policy on Termination from the Field Education Program section of this manual.

**Field Education Seminar**

SWK 435: Field Education Seminar is taken simultaneously with SWK 430: Field Education. The seminar is designed to help students integrate their academic preparation with the application of generalist social work skills within an environment that encourages self-awareness and critical thinking. Students are required to attend the seminar one day per week in conjunction with their agency-based field education four days per week. The field placement itself becomes the primary resource students draw from in seminar activities. While the field seminar is closely related to the field placement experience, grading for the course is separate and distinct from the field education grade. Students will be evaluated in the seminar, as in any other academic course, on the degree to which they satisfactorily meet the assignments specified in the course syllabus. In rare cases where students seek to repeat SWK 435, they will also be required to complete another semester of field education (even if they have passed SWK 430) in that seminar assignments and activities cannot be completed outside of a field education environment.

**Student Rights and Responsibilities**

Student rights and responsibilities can be found in the Bill of Student Rights and Responsibilities in the College Student Handbook. In addition, Social Work students are expected to adhere to the policies and guidelines set forth in the Social Work Program Manual.

**Policy on Termination from the Field Education Program**

Completing the prerequisites for field education does not guarantee continuance in the Field Education Program. A student's participation in the Field Education Program may be terminated when there is reason to believe the student's performance is indicative of non-compatibility with the profession of Social Work. The decision to terminate a student's participation in the Field
Education Program, and consequently, the major, is a serious one, made collectively by the Social Work Faculty. Some of the reasons for which termination may be considered include the following:

- Failure to maintain an overall quality points average of 2.5 and a grade of C or higher in all courses in the Social Work Major.

- Inadequate interpersonal relationship and/or helping skills (includes both written and verbal communication skills).

- Lack of adherence to professional Social Work values and/or the NASW Code of Ethics. Examples:
  - Personal values consistently interfere with upholding the values of the profession.
  - Lack of respect toward clients related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc.
  - Sexual/romantic involvement with clients.
  - Confidentiality violations.

- Unresolved personal issues that impair performance in the classroom or in the field.

- Substance abuse.

- Criminal conviction (students are expected to inform the Program Director of any criminal convictions).

- Lying, cheating, or plagiarizing in course work or field work.

- Persistent inadequate performance of assigned field activities.

- Excessive absenteeism.

- Persistent inability to meet deadline dates on assignments and projects.

The Social Work Faculty will be convened to address issues of concern related to a student’s continuance in the Field Education Program and/or Social Work Major. The student will be notified in writing of concerns to be addressed in the hearing, and will be invited to address the Social Work Faculty during the hearing. Dependent upon the findings of the Social Work Faculty, outcome decisions can include the following:

a) Continuance in the Field Education Program;

b) Provisional continuance in the Field Education Program. Continuance is permitted provided specific criteria are met within a specified time frame. The criteria will be
specified in writing and a follow-up hearing will be scheduled to consider whether the criteria have been met. The student will be encouraged to work closely with his/her advisor in meeting the criteria for continuance.

c) Termination from the Field Education Program with the option of re-applying at a future time.

d) Termination from the Field Education Program and the Social Work Major. The student will be encouraged to seek counseling from the Career Services Center and/or the College Counseling Center in order to consider other possible academic majors and career options.

The student will be notified in writing of the Social Work Faculty's decision including rationale for the decision and/or criteria to be met as a condition of continuance.

Termination from Field Education Program Appeals Process
Students who believe the Social Work Faculty's decision was made in error may enter a formal appeals process. To appeal the decision, a student must submit a written statement to the Program Director within 10 days of the date of the letter of notification from the Social Work Faculty. The statement must specify reasons for disagreement with the Social Work Faculty's decision and rationale for considering a different decision. The Social Work Faculty will then convene within 10 days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the Social Work Faculty. The Social Work Faculty will render in writing a follow-up decision that may include a revised decision or continuation of the original decision. If the student believes the Social Work Faculty's appeal decision was made in error, a written statement of appeal may be submitted to the Dean of the College whose decision in the matter shall be final.

Re-admission to Field Education Program
Students eligible for re-admission to field are required to complete, in consultation with the Director of Field Education, an individualized contract for re-admission which may include: revised professional portfolio, completion of additional field orientation hours, participation in SWK 425, completion of SWK 425 assignments.
Conclusion

This manual is to be used as a resource to familiarize Social Work students, faculty, and field instructors with the policies of the Warren Wilson College Social Work Program. Certainly, not all questions can be answered by this document. The faculty in the Social Work Department are eager and willing to answer any questions that remain.
Social Work Faculty Roster

The members of the Social Work faculty and contact numbers for reaching them are as follows:

Warren Wilson College: Main Phone Number: (828)-298-3325

Lucy A. Lawrence, MSW, PhD
Social Work Professor, Program Director
Office: Jensen 105; 828-771-3708 Campus Ext.3708
e-mail: llawrence@warren-wilson.edu

Becki Hornung, MSW, PhD
Social Work Professor, Director of Field Education
Office: Jensen 203
Email: rhornung@warren-wilson.edu
APPENDICES

A. Application for Admission to Field Education p. 24
B. Social Work Program-Agency Agreement p. 25
C. Field Education Learning Contract & Evaluation of Student Performance p. 27
D. Student Evaluation of Field Education p. 40
APPENDIX A

APPLICATION FOR ADMISSION TO FIELD EDUCATION

NAME: ______________________________

I am applying for admission to Field Education beginning in January of 20____. To the best of my knowledge I meet the following criteria:

- An overall grade points average of 2.5 or higher.
- A grade of C or better in all courses taken in the Social Work major.
- Evidence that the student is not on academic, service, social, or work probation.

This application for formal acceptance to Field Education is my indication that I anticipate enrolling in SWK 430 and SWK 435 in the upcoming Spring Semester. I also understand that a professional interview with the Director of Field Education will be held to determine formal admission into field. The focus of the interview will be on student readiness to enter field education.

Signature: ______________________________ Date: ______________________________
APPENDIX B

WARREN WILSON COLLEGE SOCIAL WORK PROGRAM
PROGRAM—AGENCY AGREEMENT

WARREN WILSON COLLEGE SOCIAL WORK PROGRAM
PROGRAM—AGENCY AGREEMENT

Warren Wilson College Social Work Program and ________________________________ (agency),
agree to cooperate in the field work education of social work students of Warren Wilson College.
This Agreement shall become effective on the date last signed below and shall automatically renew on an
annual basis unless terminated as provided by this Agreement. Either party shall have the right to
terminate this Agreement for any reason with written notice to the other party. In the event of
termination, the parties agree that any students placed at the Agency shall be permitted to
complete their activities in connection with the Program.

In fulfillment of this agreement, the Director of Field Education as representative of Warren
Wilson College's Social Work Program assures the agency that:

1. Students placed with the agency have a beginning knowledge of systems theory and the
problem solving method as they relate to practice settings.

2. The agency Field Instructor will be provided with information regarding the academic
background, experiences, and any special needs of the social work student, as well as a
comprehensive description of the social work curriculum at Warren Wilson College.

3. The Director of Field Education will be available to assist in planning the learning
experiences with the student and agency staff.

4. The Director of Field Education will plan at least three conferences with the students and
their agency field work supervisors during the placement. If distance prohibits face-to-
face meetings, alternate methods of conferring will be arranged. The Director of Field
Education will be available at the request of the agency, the Field Instructor and/or
student(s) for additional conferences or assistance as needed.

5. Students are required to attend a Field Seminar to enhance and integrate their field
education experience.

In turn ________________________________________________, (agency) agrees to participate in the
teaching function of the College by allowing Warren Wilson College students to be assigned to
the agency as student workers, and by assigning the student to a staff member who is qualified
and willing to carry out the functions of field education and supervision.

The field work supervisor assumes responsibility in:
1. Developing a general strategy of education with the student and field faculty.

2. Arranging and assigning specific learning experiences for the student to meet the stated learning goals and objectives of the field placement.

3. Providing proper orientation to the agency, and assigning a suitable work place for the student.

4. Helping the student to have access to materials.

5. Arranging for the student's participation in staff meetings, unit conferences, etc.

6. Coordinating the contacts of the student with other departments, units, or workers in the agency.

7. Helping the student to visit other community resources and discuss his/her observations.

8. Helping the student assimilate and internalize the process of problem solving.

9. Assuring a variety of generalist social work experiences in accordance with the student's readiness and capability for practice.

10. Helping the student integrate his/her field experience with social work concepts during structured weekly one hour individual supervision conferences.

11. Evaluating the work of the student, offering support, guidance, and constructive criticism.

Agency Director ________________________________  Date________________

Agency Field Instructor ____________________________  Date________________

Social Work Program Director________________________  Date ______________

Director of Field Education ________________________  Date ______________
APPENDIX C

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

STUDENT:
(Printed Name) (Signature)

AGENCY:

FACULTY LIAISON (The field seminar faculty serves as the faculty liaison): Becki Hornung, MSW, PhD

FIELD INSTRUCTOR:
(Printed Name) (Signature)

DATES OF FIELD INTERNSHIP: January – May (Fill in year)

STUDENT INTERNSHIP SCHEDULE:

WEEKLY SUPERVISION DAYS/TIME: (Day of the week) (Time)

************************************************************************************************************

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

1. Within the first three weeks of the semester, students and supervisors should discuss the learning contract along with student tasks and activities in the field internship. Students will notify field supervisors of deadlines throughout the semester for learning contract updates that record the tasks and associated measures for evaluation associated with each of the 10 core competencies. By mid-semester, at least half of the 10 competencies should have 2 tasks and associated measures for evaluation. By the end of the semester, all 10 competencies will have at least 2 tasks and associated measures for evaluation completed. One task can be used for more than one learning outcome but each task must have its own measure for student
performance. It is expected that students will add tasks to the learning contract as the semester progresses.

2. For each task, 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. Students are expected as part of their field seminar assignment to create a google document of this learning plan and made available to their field seminar faculty and their field supervisor(s). Students will be documenting their activities throughout the semester. 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. At the end of the semester, students will save a final version of this document and:
   a. email to field seminar faculty just prior to the mid-semester and final field meetings.
   b. Print out a hard copy for students, supervisor(s), and field seminar faculty to sign

3. By the mid-semester due date (students will have that date on their field seminar syllabus), students and their supervisors should provide a numerical score for each core competency. If the student has not yet had an opportunity to practice that competency, please write in “TBD”. This will indicate that students will have an opportunity to demonstrate that practice competency in the 2nd half of the semester. For each core learning outcome, students and supervisors should provide comments that provide rationale for these scores.

4. By the final evaluation due date (students will have that date on their field seminar syllabus), students and their supervisors should provide a numerical score for each learning outcome (practice behavior). For each core learning competency, students and supervisors should provide comments that provide rationale for these scores.

There are 10 Learning Competencies and have anywhere from 2-21 associated learning outcomes or practice behaviors. These learning outcomes should guide the evaluation process of student learning in their field placement. The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies specified in this evaluation form are those established by CSWE (the Council on Social Work Education) which is the national accrediting organization for all social work programs.

Evaluation of the student's performance in field education is an important part of the field education process and the student's overall professional development. Students should be included in the evaluation process, and they may elect to include additional comments for the record prior to signing the evaluation. This evaluation form is to be submitted to the Director of Field Education at mid-semester and again during the last week of the semester. The Director of Field Education is responsible for assigning actual student grades.
Comments may be made under any competency statement, and for scores that are above or below a three (the intern has met the expectations for interns in this area) comments are particularly important to provide rationale for those scores. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student need improvement. This evaluation is intended to give the intern feedback about her or his performance. The field instructor’s rating of these items will not directly be used to calculate the grade given to the intern. The faculty liaison has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the faculty liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field instructor’s evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction. If you prefer to use another evaluation system in addition to this form to evaluate a student’s performance, please discuss this with the faculty supervisor.

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</td>
</tr>
<tr>
<td>2</td>
<td>The intern has not as yet met the expectations in this area, but the gives indications 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>
<tr>
<td>n/a</td>
<td>Not applicable, as the intern has not had the opportunity to demonstrate competence in this area</td>
</tr>
<tr>
<td>OR</td>
<td>TBD: The intern will have an opportunity to demonstrate this practice competency in the 2nd half of the semester</td>
</tr>
</tbody>
</table>

The Philosophy of the Evaluation
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 diagnosis 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. This would include 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 field education. For the field instructor 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 assignments?
- How effectively does he/she do it?
- What makes him/her able to do it?
- What makes him/her less able to do it?
- How can he/she be helped, on the basis of his/her 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) Mid-Year Final</th>
<th>Learning Activities &amp; Associated Measures for Evaluation (At least two for each of the 10 competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern identifies as a professional social worker and conducts</td>
<td>Task:</td>
<td></td>
</tr>
</tbody>
</table>
### Intern applies social work ethical principles to guide his or her professional practice.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>2.1</td>
<td>Is knowledgeable about the value base of the profession</td>
</tr>
<tr>
<td>2.2</td>
<td>Is knowledgeable of, and abides by, the ethical standards of the profession</td>
</tr>
<tr>
<td>2.3</td>
<td>Is knowledgeable, and abides by, laws relevant to social work</td>
</tr>
<tr>
<td>2.4</td>
<td>Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights)</td>
</tr>
<tr>
<td>2.5</td>
<td>Tolerates well ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>2.6</td>
<td>Is able to apply strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
</tbody>
</table>

**Student thoughts on progress:**

**Supervisor comments:**

**Measure for evaluation:**
<table>
<thead>
<tr>
<th>Student thoughts on progress:</th>
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</thead>
<tbody>
<tr>
<td><strong>Supervisor comments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intern applies critical thinking to inform and communicate professional judgments.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Is knowledgeable about the principles of logic and scientific inquiry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Is able to grasp and comprehend what is obscure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Is skilled in using critical thinking augmented by creativity and curiosity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Has good assessment skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 Has good problem-solving skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6 Has good data gathering skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7 Analyzes complex material well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8 Is skilled at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9 Is skilled at analyzing models of assessment, prevention, intervention, and evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10 Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.11 Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student thoughts on progress:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supervisor comments:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34
<table>
<thead>
<tr>
<th><strong>Intern engages diversity and difference in practice.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Treats diverse clients with dignity and respect</td>
</tr>
<tr>
<td>4.2 Is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation</td>
</tr>
<tr>
<td>4.3 Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
</tr>
<tr>
<td>4.4 Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
</tr>
<tr>
<td>4.5 Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td>4.6 Views herself or himself as a learner and engages those he or she works with as informants</td>
</tr>
</tbody>
</table>

**Student thoughts on progress:**

**Supervisor comments:**

<table>
<thead>
<tr>
<th><strong>Intern advances human rights and social and economic justice.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education</td>
</tr>
<tr>
<td>5.2 Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights</td>
</tr>
<tr>
<td>5.3 Understands the forms and mechanisms of oppression and</td>
</tr>
<tr>
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<tr>
<td>5.4</td>
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<tr>
<td>5.5</td>
</tr>
</tbody>
</table>

**Student thoughts on progress:**

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**Supervisor comments:**

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**Intern engages in research-informed practice & practice-informed research.**

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<table>
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<tr>
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<tbody>
<tr>
<td>6.1</td>
<td>Is skilled at using practice experience to inform research</td>
</tr>
<tr>
<td>6.2</td>
<td>Is skilled at employing evidence-based interventions</td>
</tr>
<tr>
<td>6.3</td>
<td>Is skilled at evaluating her or his practice</td>
</tr>
<tr>
<td>6.4</td>
<td>Is skilled at using research findings to improve practice, policy, and social service delivery</td>
</tr>
<tr>
<td>6.5</td>
<td>Comprehends quantitative research</td>
</tr>
<tr>
<td>6.6</td>
<td>Comprehends qualitative research</td>
</tr>
<tr>
<td>6.7</td>
<td>Understands scientific and ethical approaches to building knowledge</td>
</tr>
</tbody>
</table>

**Student thoughts on progress:**

---

**Supervisor comments:**
**Intern applies knowledge of human behavior and the social environment.**

7.1  Is knowledgeable about human behavior across the life course  
7.2  Is knowledgeable about the range of social systems in which people live  
7.3  Is knowledgeable about the ways social systems promote or deter people in maintaining or achieving health and well-being  
7.4  Is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development  
7.5  Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation

**Student thoughts on progress:**

**Supervisor comments:**

**Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

8.1  Understands that policy affects service delivery  
8.2  Actively engages in policy practice  
8.3  Is knowledgeable about the history of social policies and services  
8.4  Is knowledgeable about current social policies and services  
8.5  Is knowledgeable about the role of practice in policy development  
8.6  Is skilled at analyzing, formulating, and advocating for policies that advance social well-being  
8.7  Is skilled at collaborating with colleagues and clients for effective policy action

**Student thoughts on progress:**
**Supervisor comments:**

**Intern responds to contexts that shape practice.**

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<table>
<thead>
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<tbody>
<tr>
<td>9.1</td>
<td>Is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.</td>
</tr>
<tr>
<td>9.2</td>
<td>Recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively.</td>
</tr>
<tr>
<td>9.3</td>
<td>Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services.</td>
</tr>
<tr>
<td>9.4</td>
<td>Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
</tbody>
</table>

**Student thoughts on progress:**

**Supervisor comments:**

**Intern engages, assesses, intervenes and evaluates with individuals,**
<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>families, groups, organizations, and communities.</strong></td>
<td></td>
</tr>
<tr>
<td>10.1</td>
<td>Is skilled at identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals</td>
</tr>
<tr>
<td>10.2</td>
<td>Is skilled at using research and technological advances</td>
</tr>
<tr>
<td>10.3</td>
<td>Is skilled at evaluating program outcomes</td>
</tr>
<tr>
<td>10.4</td>
<td>Is skilled at evaluating the effectiveness of her or his practice</td>
</tr>
<tr>
<td>10.5</td>
<td>Is skilled at developing, analyzing, advocating, and providing leadership for policies and services</td>
</tr>
<tr>
<td>10.6</td>
<td>Is skilled at promoting social and economic justice</td>
</tr>
<tr>
<td>10.7</td>
<td>Is skilled at engaging (developing a positive relationship) with individuals</td>
</tr>
<tr>
<td>10.8</td>
<td>Is skilled at engaging families</td>
</tr>
<tr>
<td>10.9</td>
<td>Is skilled at engaging groups</td>
</tr>
<tr>
<td>10.10</td>
<td>Is skilled at engaging organizations</td>
</tr>
<tr>
<td>10.11</td>
<td>Is skilled at engaging communities</td>
</tr>
<tr>
<td>10.12</td>
<td>Is skilled at assessing individuals</td>
</tr>
<tr>
<td>10.13</td>
<td>Is skilled at assessing families</td>
</tr>
<tr>
<td>10.14</td>
<td>Is skilled at assessing groups</td>
</tr>
<tr>
<td>10.15</td>
<td>Is skilled at assessing organizations</td>
</tr>
<tr>
<td>10.16</td>
<td>Is skilled at assessing communities</td>
</tr>
<tr>
<td>10.17</td>
<td>Is skilled at providing effective services to individuals</td>
</tr>
<tr>
<td>10.18</td>
<td>Is skilled at providing effective services to families</td>
</tr>
<tr>
<td>10.19</td>
<td>Is skilled at providing effective services to groups</td>
</tr>
<tr>
<td>10.20</td>
<td>Is skilled at providing effective services to organizations</td>
</tr>
<tr>
<td>10.21</td>
<td>Is skilled at providing effective services to communities</td>
</tr>
</tbody>
</table>

**Student thoughts on progress:**

**Supervisor comments:**
Overall Evaluation at MIDTERM:

Please check one of the following at the midterm 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 not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

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.

Comments/elaboration:
Signature of Agency Field Instructor ____________________________________________________________

Agency __________________________________________ Date ______________

The following section should be completed by the intern:

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

Intern’s Signature _________________________________ Date _____________________

☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.
APPENDIX D

WARREN WILSON COLLEGE SOCIAL WORK PROGRAM
STUDENT EVALUATION OF FIELD EDUCATION

Name of Agency: __________________________________________________________

Address of Agency: ______________________________________________________

Agency Phone Number: __________________________________________________

Name of Field Instructor: _________________________________________________

Name of Director of Field Education: ______________________________________

Name of Student Completing this Evaluation: ________________________________

Directions: Using the scale below, please respond to each item by placing the appropriate number in the blank provided.

0 = Poor
1 = Marginal
2 = Satisfactory
3 = Good
4 = Excellent
N/O = No opportunity to evaluate at this time
N/A = Not applicable at this time

1. The agency setting:

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

___ Commitment of agency toward supporting students in placement.

___ Acceptance of student worker by agency staff.

___ Support services and supplies.

___ Orientation to the agency’s policies and procedures.

___ The manner in which the agency staff relates to client systems.

___ The degree to which the agency policies and procedures are responsive to client needs.

___ Overall relationships with agency staff members.
Overall effectiveness of this agency as a field placement.

**General Summary of Your Evaluation of Your Field Placement Agency** (Please elaborate on areas which you ranked as “poor,” “marginal;” or “excellent”):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**2. Agency field assignments:**

____ Appropriateness of field assignments in relation to social work field objectives and the Field Education Contract.

____ Appropriateness of student case/work load.

____ Opportunities to work with groups during field placement.

____ Opportunities to be involved in community related projects.

____ Opportunities to participate in agency staff meetings, and other relevant agency meetings (i.e., board meetings, budget meetings)

____ Opportunity to participate in professional meetings outside the agency.

____ Opportunity to participate in policy related discussions and decisions.

____ Opportunity to make your own decisions when appropriate.

**General Summary of Your Evaluation of Your Field Agency Assignments** (Please elaborate on areas which you ranked as “poor,” “marginal;” or “excellent”):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**3. Field Instructor:**
Provision of one hour per week of supervision to students.

Availability for questions/guidance outside of scheduled supervision.

Ability to offer supportive, yet constructive, feedback for improvement.

Commitment to student social work field education.

Commitment to meeting student learning needs.

Clarity of the field instructor’s expectations of the student.

Opportunity for the student to participate in the selection of field activities and experiences.

Knowledge of social work theory and practice.

Guidance and support in integrating field and classroom learning.

Freedom to express your thoughts and feelings to your field instructor.

Overall relationship with your field instructor.

Field instructor’s objectivity in evaluating your performance.

Overall effectiveness of your supervisor as a field instructor.

General Summary of Your Evaluation of Your Field Instructor (Please elaborate on areas which you ranked as “poor,” “marginal;” or “excellent”):

4. Director of Field Education:

Provision of supervisory support (scheduled conferences, phone availability).

Support in assisting the student and Field Instructor in addressing learning needs for field education.
____ Assistance in the integration of classroom learning with field experiences.

**General Summary of Your Evaluation of Your Director of Field Education** (Please elaborate on areas which you ranked as “poor,” “marginal;” or “excellent”): __________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Would you recommend this agency for future placements? Yes _____ No _____

Comments: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature Date Agency Field Instructor Date

Director of Field Education Date