



# Seton Hall University

South Orange, New Jersey 07079

## FIELD EDUCATION MANUAL

MASTER OF SOCIAL WORK PROGRAM

2020-2021

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## **SECTION 1: Introduction to the Master of Social Work Program**

### **1. MISSION STATEMENT**

The Social Work Program at Seton Hall University is dedicated to excellence in the education of professional social workers at the baccalaureate and master's level and serves as an exemplar and model for the University's mission pertaining to servant leadership. Both programs are committed to student-centeredness and active community engagement in the pursuit of social and economic justice. Therefore, the mission of the program is to serve the needs of society by preparing professionals who are competent in social work methodology and practice using an evidence-based framework that is grounded on the values and principles of the profession. Students will be prepared for beginning level generalist practice in the BSW and foundation of the MSW and behavioral health focused direct practice with individuals, families, and groups in the area of behavioral health practice. Graduates will be prepared to practice in a variety of behavioral health, substance abuse, and healthcare settings.

### **2. PROGRAM GOALS**

The goals of the Program derive directly from the Mission and begin to operationalize the ideals contained. Competent, professional social workers must be grounded in the history, purpose, and values of the profession. Through teaching the knowledge, identifying and enhancing student skills, and providing the environment in which values can be explored and adopted, social work students learn to engage with diverse communities. The Program emphasis on evidence-based intervention is prominent in our goals. Finally, the understanding of the stigma and oppression impacting upon people struggling with behavioral health issues is an expression of social work's duty to address social justice issues for all people.

1. Prepare professional social workers for practice who are well grounded in the history, purpose, values, skills, and knowledge base of the profession.
2. Prepare professional social workers with the skills necessary to competently engage in evidence-based practice in a diverse community.
3. Prepare professional social workers who are able to competently and effectively engage in behavioral health focused direct practice with individuals, families, and groups.

## **SECTION 2: Introduction to Field Education**

### **2.1 PURPOSE OF THE PRACTICUM**

The purpose of field instruction is to provide students with educational opportunities that lead to competent practice. The field instruction experience is intended to compliment the Master of Social Work curriculum objectives as designated at the foundation and advanced levels. The field experience also provides for the application of advanced knowledge and clinical skills in practice with individuals, families and groups in the area of behavioral health practice. Graduates will be prepared to practice in a variety of behavioral health, substance abuse, and healthcare settings.

Field education is a major component in the preparation of professional social workers. It is in the field experience that the student applies and tests the theory and information that constitute the knowledge for practice. It is in the field experience that the student acquires, refines, and evaluates skills and techniques needed for professional practice. The student begins to develop her or his own style within the parameters of ethical professional values. Education and training of MSW students is based on an evidence –based curriculum which includes knowledge, skills, and values that are transferable between and among different contexts, locations, clientele, and conditions. Emphasis is placed on understanding the various dimensions of diversity (age, gender, color, culture, disability, ethnicity, class, immigration status, race, class, religion, sexual/love orientation, and others); recognizing how institutional structures and values affect people; and learning to work to assure social justice. In preparing students to become professional social workers, the program at Seton Hall recognizes the need for students to develop self and other awareness.

## **2.2 OBJECTIVES OF FIELD EDUCATION**

- a. Students will demonstrate their ability to integrate academic learning with direct practice work. Their acquired skills will be evaluated based on the required 9 core competencies as per 2015 EPAs.
  1. Demonstrate Ethical and Professional Behavior
  2. Engage Diversity and Difference in Practice
  3. Advance Human Rights and Social, Economic, and Environmental Justice
  4. Engage in Practice-Informed Research and Research-Informed Practice
  5. Engage in Policy Practice
  6. Engage with Individuals, Families, Groups, Organizations, and Communities
  7. Assessment with Individuals, Families, Groups, Organizations, and Communities
  8. Intervene with Individuals, Families, Groups, Organizations, and Communities
  9. Evaluate with Individuals, Families, Groups, Organizations, and Communities
- b. Students will focus on building knowledge and skills for generalist practice in the Foundation Year to establish a broad set of skills
- c. Students will develop deeper understanding and increased proficiency for beginning professional practice in the selected area of practice during the Advance/Concentration Year

## **2.3 FIELD PLACEMENT PROCESS**

The MSW Program offers two field practicum experiences that are designed to prepare students in generalist (the first year field placement) and advanced (the second year) social work practice.

The placement process takes place prior to or at the start of the semester of the Foundation year and/or Advanced Year. Students will have consistent and frequent contact with the Director of Field Education in order to arrange a placement. Students may be required to additionally fulfill requirements of the specific placement prior to the start of Field.

## a. Application and Requirements

Students will complete the field application form and submit it to the Director of Field Education. Then the director will meet with each student or arrange a phone interview to discuss field placement opportunities and will maintain contact via email to provide information about possible placements. Details about this process are thoroughly explained in the next section under social work program responsibilities and responsibilities of students.

Prior to the start of field education, students are required to submit the following:

- Completed field application
- Photocopy of malpractice/liability insurance policy, with 1,000,000/5,000,000 coverage
- Copy of criminal background check
- Student membership to the National Association of Social Workers (NASW)

## b. Foundation Year

The objective of the Foundation year placement is to build a generalist social work skill set in different areas of practice. Students will be assigned to one agency for the first academic year where they will complete 400 hours of supervised internship (200 clock hours per semester) under supervision of a master social work practitioner. **Field placements require at least one 8 hour day during regular business hours.** Evening and weekend hours are very limited in most agencies, consequently students entering the program must take into consideration this factor and adjust their work schedule to be able to complete their field requirements during regular business hours.

The assignment of students is based on a number of factors: the student's learning goals, work and volunteer experience, educational background, and career aspirations. Other factors taken into account are available learning opportunities at each agency, geographic location, region or community, financial aid, and other special need or circumstance.

Students who are attending the program on a full-time basis will register for all courses. Part-time students are required to register for the following courses in conjunction with the field placement:

Fall Semester

SOWK 6611 Theory & Practice I  
SOWK 6911 Theory & Practice II

Spring Semester

SOWK 6912 Theory & Practice III  
SOWK 6910 Research Methods

Another component of Field I and II, is the Field Seminar, which runs concurrently with the field practicum, facilitates student's understanding of the field/class learning experience utilizing critical reflection. It is also intended to provide guidance concerning practical issues that the student may encounter in the field experience. The discussion of experiences and

situations students may come across during the different stages of the internship will help to maximize their learning experience.

These meetings are scheduled *every other week for 1 hour* and students are expected to attend and be active participants.

### **c. Concentration Year/Advanced Standing**

The goal of the Concentration year field placement is to build on the Foundation year experience to help students develop advanced and more focused social work skills in a specific area of practice. The concentration curriculum is based upon a bio-psycho-social view of human functioning. This perspective will allow students to use the learning developed by many other disciplines, and employ a strengths-based approach to work with individuals experiencing substance abuse, mental health, chronic health conditions and the socio-economic and environmental factors that are affecting them, their families and the communities.

In the Concentration year, the academic courses and the field experience are organized around a particular field of practice. This process is initiated in the second semester of the Foundation year, by completing the field application form and beginning the interview process at field sites that match the student's interest.

Students will complete the 500 hours (250 clock hours per semester) required at one agency. Field placements require students to be in field approximately 18 hours per week.

#### **FULL TIME STUDENTS**

In addition to SOWK 7811- Field III and SOWK 7812- Field IV, full time students are required to take the following course:

Fall semester:

SOWK 7910 Clinical Evaluation  
SOWK 7511 Mental Health/Psychopathology  
SOWK 7512 Substance Abuse Theory  
SOWK 7911 Substance Abuse Practice

Spring Semester

SOWK 7201 Administration  
SOWK 7513 Cultural Competence  
SOWK 7912 Prevention Theory  
SOWK 7913 Behavioral Health Interventions for Chronic Health Conditions

Another component of Field III and IV, is the Field Seminar, which runs concurrently with the field practicum, facilitates student's understanding of the field/class learning experience utilizing critical reflection. It is also intended to provide guidance concerning practical issues that the student may encounter in the field experience. The discussion of experiences and situations students may come across during the different stages of the internship will help to maximize their learning experience.

These meetings are scheduled *every third Saturday for 1.5 hours* and students are expected to

attend and be active participants.

### **PART-TIME STUDENTS**

Students who are attending the program on a part-time basis will have the opportunity to complete their concentration/advanced standing field experience during the second year in the program. They will also participate on the Field Seminar as indicated in the prior section. The co-requisite courses for SOWK 7811- Field III and SOWK 7812- Field IV, are as follows:

#### **Fall Semester:**

SOWK 7511 Mental Health/Psychopathology

SOWK 7512 Substance Abuse Theory

#### **Spring Semester**

SOWK 7912 Prevention Theory

SOWK 7913 Behavioral Interventions for Chronic Health Conditions

## Section 3 Field Education: Structure, Roles and Responsibilities

### 3.1 Social Work Program Responsibilities

#### **Policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings;**

##### a. Responsibilities of Director of Field Education :

The Program's primary obligation is to ensure that each student is provided an appropriate, meaningful, stimulating field learning experience. The Director of Field Education, under the direction of the Director of the Master of Social Work Program, is responsible for the administration of the field education program. Toward this end, responsibilities of the Director of Field Education include, but are not limited to:

#### **1. Assessing and re-assessing field agencies by ensuring the following:**

- The agency provides students the opportunity to learn and practice competencies to meet our field curriculum expectations at the graduate level.
  - Students are expected to spend at least 50% of field time in direct practice work.
  - At least 10% of field time may be spent in indirect practice work.
- The agency provides services to clients in communities that are at risk for an array of reasons that are often multiple and interrelated, discriminated against, and who suffer individual and social problems.
- Field instructor is available to meet with Director of Field Education to learn about our program and the expectations of each respective party (agency, field instructor, student and social work program)
- Prospective field instructors are expected to complete an application form indicating their MSW degree, school from which was awarded, past experiences as field instructor and basic contact information.
- Director of Field will contact the field instructor at the agency to provide information about the student and to confirm he/she will be available to meet with the student. The student is giving contact information and they are asked to set up an interview with the prospective field instructor.
- Maintaining on file a list of approved partnering agencies who meet the criteria listed above.
- Field instructors receive curriculum materials in order to enhance the integration of class and field learning. Toward this end, the Program also formally reaches out to field instructors for input regarding suggestions for Program improvement;
- New field instructors receive orientation to graduate social work field education in general and the Seton Hall University Program in particular;
- New field instructors are required to complete the Seminar in Field Instruction (SIFI) which is offered on campus.
- Field instructors and agencies receive information concerning Council on Social Work Education, Social Work Program, College, and University policies, regulations, and procedures as they affect field instruction;
- Typically, there is one training session for field instructors, as a group, conducted each

semester on campus. Field instructors are contacted each semester regarding suggestions for topics. Also, the Program informs field instructors regarding various seminars and colloquia available at the University;

## **2. Placing and monitoring students**

- Providing and distributing information and field placement materials (application, learning contracts, syllabi, evaluation forms, etc.)
- Maintaining files of each student (application, liability insurance form, background check, learning plans, evaluations, etc.)
- Meeting with students to discuss field internships available based on their interest, means of transportation, place of residence, etc.
- Director of Field will contact the field instructor at the agency to provide information about the student and to confirm he/she will be available to meet with the student. The student is giving contact information and they are asked to set up an interview with the prospective field instructor.
- Meeting between student and field instructor is a joint interview: the agency is interviewing the student in terms of interests, motivation, and prior knowledge and skills, and the student is interviewing the field instructor or agency director in an effort to determine whether this is an appropriate match.
- Assuring that malpractice/liability insurance is held by students in the amount of \$1,000,000/\$3,000,000 and by faculty performing under this Manual in the same amount. Documentation of insurance will be maintained in the Social Work Department at Seton Hall University with copies to agencies on request. The University and agency are to be notified immediately by the student in the event the insurance is cancelled.
- Providing guidelines for field education content and evaluation processes to both, students and field instructors.
- Assessing evaluations forms submitted by student, field liaisons and agency field supervisors regarding their field learning experiences during each semester.

## **3. Maintaining field liaison contact with field education settings**

- Recruiting and training of field liaisons based upon the number of students in field;
- Participating in an orientation training session conducted by the Office of Field Education each year and other internship meetings as needed.
- Facilitating student's ability to integrate academic knowledge with field experiences.
- Reviewing educational plan with student and field instructor
- Consulting with field instructors regarding student learning and with students regarding their educational experiences.
- At minimum, field liaison will visit each agency once a semester to confer with the student and the field instructor. Prior to this meeting, students are responsible for providing all process recordings, diaries, and educational plans. These will be reviewed at the agency with the student and field instructor;
- Providing timely feedback to students and field instructors regarding learning. The informational bases for this will include individual and group meetings with students,

- discussions with field instructors, review of written materials at the agency, and formal evaluation instruments;
- Providing evaluative criteria (including this Manual) to students and field instructors before the beginning of field experience;
  - Reviewing and submitting completed evaluations to the Director of Field for purposes of assigning the student a letter grade. Evaluation are included in the Appendix section.
  - Being an advocate for the student, reporting student concerns related to their field experience to the Director of Field Education.
  - Scheduling additional meetings at the agency with field instructor and student to address any concerns or issues related to the field learning experience.

**The above, at minimum, signifies to all stakeholders that the MSW Program at Seton Hall University treats field education as the Signature Pedagogy for professional education and we will do this by continuously striving for best practices and meeting/exceeding educational policy and accreditation standards promulgated and monitored by the Council on Social Work Education.**

### 3.2 Responsibilities of Students

All students admitted to the MSW program are responsible for being active and engaged participants in the field learning experience. They are expected to act in accordance with the ethics, values and norms of social work. Student will comport her/himself in full compliance with the NASW Code of Ethics and will comply with all agency policies, rules and protocols.

Students are responsible for the following tasks:

- Completing a field application form in which they indicate their place of residence means of transportation; and any emphasis on a particular field of practice; any volunteer work; and any special talents or interest they have.
- Complying with the following requirements before the beginning of their internship:
  - ◆ Obtaining malpractice/liability insurance policy, with 1,000,000/5,000,000 coverage.
  - ◆ Providing copy of criminal background check.
- Setting up meeting with Director of Field Education to discuss field internships available based on their interest, means of transportation, place of residence, etc.
- Contacting and setting up a meeting with the field instructor or designated person as soon as possible, and within no more than 2 weeks of having received contact information from the Director of Field.
- Maintaining contact with Director of Field during the process of interviewing and finalizing the field placement.
- Developing a learning plan with the field instructor that address all ten educational competencies and practice behaviors identified in EPAS 2008, according to the appropriate level of the internship (foundation and concentration)

- Participating in the various tasks required at the agency: orientation, policy and practices, different roles, tasks, responsibilities and scope of practice of the agency.
- Being engaged in goal directed learning and related activities: identifying learning needs, striving to meet reasonable expectations as a learner in the field, and developing professional awareness.
- Being receptive to feedback and support from field instructor, field liaison and other professionals directly involved in field instruction.
  
- Maintaining open, honest communication with the faculty liaison/advisor and Field Education office.
  
- Attending all orientation sessions and seminars for the allocated time, and completing all assignments on time
  
- Completing of all required types of recordings as indicated in the following section

#### **a. Required Recordings**

- **Reflective Recordings/Process Recordings**

The Program requires that students write a minimum of one reflective recording per week, which is to be reviewed, commented on, and used for instructional purposes by the field instructor. These recordings are to be maintained in chronological order in the agency and will be assessed by Director of Field Education as noted previously.

There is a rich array of styles for reflective recording. Over time the student will develop her or his own style in conjunction with the recommendations of the field instructor. While allowing room for personal style however, the following structure is to be followed:

1. Student's name, date, length of time of this interaction, where interaction took place, number of times client has been seen by the student previously;
2. One paragraph describing the client/situation. Be sure to maintain confidentiality. Refer to the client as Mr. A, Ms. B, and so forth;
3. One paragraph on the purpose/objective of the interaction. The purpose must always serve some client benefit. For example, do not state the purpose as "to interview the client" or "to make a home visit" but rather, state why the client is being interviewed or visited at home;
4. A minimum of two pages of actual word for word dialogue between the student and the client or client group. As a general rule, this is to cover a significant aspect of an interaction with a client. The student is to report actual statements and signify particularly pertinent points for comment. This is to include the student's thoughts, feelings, and analysis of the dialogue of both herself/himself and the client in writing in a margin. Regarding analysis, each process recording must contain at least one analytical comment by the student, in the margin or in the evaluation, which directly relates something about the interaction to specific knowledge the student has acquired in the Program or elsewhere.
5. Process recording takes practice. The field instructor, through review of process notes, helps the student improve these over time. It is very important that the student read comments after recordings have been reviewed by the field instructor;
6. A one paragraph evaluation of the degree of success of the interaction in terms of its purpose,

including the basis for this evaluation (integration with prior learning may be indicated here or as in number 4 above);

7. A one paragraph plan for any subsequent interactions with the client;
8. A one paragraph explanation of how this interaction helped the student gain competency(ies), and the respective competency(jes) must be specified;
9. Questions or issues the student wishes to address to the field instructor.

Each process recording is to be typed. In writing process notes it is very important that the student allow very wide margins, on both sides, for feelings and analyses as well as for comments by the field instructor. Also, sufficient space should be allowed between each of the items noted previously (1, 2,etc.) to allow for comments by the field instructor. Students are expected and mandated to maintain client confidentiality. All efforts should be made to protect the client's identity when field experiences are discussed in the classroom or elsewhere.

Reflective/process recordings, learning plan, attendance sheet, and any other material used during internship are to be maintained in chronological order in a folder for review by Director of Field Education during the agency visit each semester. **Reflective/process recordings are an element in the student's course grade.**

Prior to each of the agency visits by the Field Liaison, the student should submit to the Field Liaison two process recordings with field instructor's comments, along with a 1-2 page summary of what he/she has been doing and learning. Briefly summarize each client and learning activity. This is yet another learning/teaching strategy such as to provide maximum, albeit reasonable, information regarding learning to the Director of Field Education and greatly enhances the productivity of agency visits.

**Caution** - the reflective/process recording format used by the Social Work Program at Seton Hall University is comprehensive. We are aware that our process recording format is detailed and have deliberately established these in our efforts to best practices. Please be sure to follow these guidelines. In particular, be sure to identify the competency being practiced and how the learning experience relates to this competency and be sure to indicate how anything you are experiencing relates to anything you have learned previously in your life.

See example of a format for process recording in the appendix section.

- **Journals/Notebook Entries**

The student is expected to maintain a daily journal for both accountability and self-learning purposes. The journal is for the student's own purposes, however the Program reserves the right to review these as may seem warranted. This is not a “make work” requirement. The student, as part of her/his professional development, should find keeping a brief journal to be a memorable experience. Typical diary journal are approximately one side of a loose leaf page; write what you did and how you felt. You can also keep journal entries as a word document.

- **Agency Record Keeping**

Students are expected to complete all required agency progress notes, summaries, reports, and other written materials in an appropriate, timely manner. Progress notes are one of an array of record keeping options used by respective agencies. These are separate and distinct from process recordings, which are specific mechanisms, used for teaching and learning. Students are expected to do all forms and types of documentation (writing, record-keeping) required by their field agencies and their field instructors in addition to those required by the Seton Hall Program.

**b. Field Seminar**

The purpose of the field seminar is to facilitate students’ understanding of the field/class learning experience utilizing critical reflections. It is also intended to provide guidance concerning practical issues that the student may encounter in the field experience. The discussions of experiences and situations that students may come across during the different stages of the internship will help to maximize their learning experience. Required reading and assignments provide additional content for the seminar. Field seminar is integrated with Theory and Practice II (SOWK 6911) and Theory and Practice III and will meet regularly during the Fall and Spring semesters.

Advanced Standing/Concentration Year students will be taking online course but they are required to attend Field Seminar once a month on campus.

### **3.3 Field Instructor/Agency Requirements and Responsibilities**

**a. Qualifications of the Field Instructor**

The field instructor must hold an MSW degree from an educational program which is accredited by CSWE. Field instructors must have at least two years of direct service, post-masters, professional experience. Completion of the Seminar in Field Instruction (SIFI) offered at SHU or any other accredited MSW program.

Field instructors are expected to review Educational Policy and Accreditation Standards for social work education ([www.cswe.org](http://www.cswe.org)) click educational policy and accreditation standards.

In addition to interest in and affinity for competently teaching, the field instructor should understand the knowledge, skills, and values required for Foundation and Concentration year curriculum and level of practice. The field instructor should reasonably expect to remain with the student through the academic year and must have agency approval for undertaking the field education responsibility.

**b. Responsibilities of the Field Instructor**

1. Assure that students are informed of any and all issues pertaining to safety;
2. Meeting with the student prior to the start of the internship and assisting the student to comply with any agency requirements.
3. Inform and subsequently monitor complete compliance with all agency/organization structure, rules, regulations, and protocols (this to include agency mission, goals, and objectives);
4. Complete the learning plan with the student at the beginning of the fall semester and submit it in a timely manner to Director of Field Education. This plan will be reviewed at the beginning of the spring semester, and should include assignments/tasks that will allow to assess the student's performance in all ten competencies.
5. Inform the student and the Director of Field Education as soon as possible should any problematic issues emerge in terms of the student's learning, adherence to the Code of Ethics, adherence to agency policy, adherence to this manual, and similarly (the sooner everyone is informed, the sooner corrective action may be initiated);
6. Willingness and ability to educationally support the professional development of the student; reviewing and commenting in writing, within one week of submission, at least one student process recording per week. These recordings are to be kept on file chronologically at the agency and copies will be reviewed by the Director of Field Education prior to conjoint meetings at the agency;
7. Providing weekly individual instructional sessions with the student. The minimum time allotment for these instructional periods is 60 minutes per week. Longer sessions and additional group instruction are encouraged;
8. Attending and participating in seminars and training/orientation sessions pertinent to the social work education at Seton Hall University (on-line and in person);
9. Reviewing evaluative criteria with the student at the beginning of each semester and periodically discussing her or his progress.
10. The field instructor will submit the Field Evaluation Form at the conclusion of the fall and spring semesters. For Concentration year, field instructor and student have to complete a Mid-Semester evaluation.  
The completed evaluation instruments are to be signed by the field instructor and the student and help form the basis for the student's letter grade at the end of each semester. Please note that the field experience counts for three credits each semester.
11. Evaluate the social work program curriculum at Seton Hall University as it applies to field education by completing Feedback Form.

### c. Field Education Plan

The purpose of the field education plan is to assure that students are provided an orderly means for assignments which will give them the opportunity to integrate and apply social work knowledge, values, and skills to practice situations.

The design of the Education Plan is a collaborative effort between student and field instructor. It is recognized that planning is problematic due to the array of issues which may emerge, often suddenly, in agencies. Nevertheless, the Program wishes to assure that students are given, and are aware of the implications of, assignments which will help them develop into beginning level professionals. Students are expected to promote human and community well-being in a purposeful and professional manner.

The first few educational purposes noted for September should pertain to orienting the student to agency policies, procedures, activities, and clientele, as well as the structure and process of instructional sessions. Subsequently, each educational purpose and assignment should pertain to mandated competency or portion thereof. Students are expected to participate in developing these educational plans.

A list of general activities/tasks that can be adapted to different settings will be provided to assist you in the design of the learning plan.

The student should be given a copy of the plan as a guide for her/his learning activities. These forms are to be kept on file for conferences with the student and the Director of Field Education. They also prove helpful in completing formal evaluations of the student's learning.

- Designing learning assignments. This includes client selection and supervised activities, which, cumulatively, provide the student with opportunities to develop and demonstrate beginning mastery of the Program required competencies as explicated by CSWE standards. Client assignment, instruction, and assessment of student learning performance should be grounded in these.
- It is expected that the assignments will meet the following time requirements:
  - ◆ At least 50% of field time must be in direct practice work
  - ◆ At least 10% of field time must be in indirect practice work.
- It is recognized that different clients and client systems present unique situations wherein only a few of these competencies may directly apply at any given time. However, over the semesters the student should be given assignments, which cumulatively expose her or him to each of these competencies;
- Planning the learning experience in a cumulative, integrated manner; ultimately guided by the respective evaluation instruments for each semester, accreditation standards, and directly link with co-requisite classroom learning. Prior to the beginning of each semester field instructors will be provided syllabi for concurrent courses. Field education should be specifically planned to enable students further to integrate course objectives with their field learning;
- The overall learning plan should be developmentally sequenced to assure that the student has exposure to and practice with all competency requirements. The learning plan should explicate assignments, the purposes of assignments, time frames, expected student behaviors, and methods of assessing the student's learning.
- Written plans should be derived with the student and will be reviewed by the field liaison or

Director of Field Education during agency visits. Early in the fall semester the plan should focus on learning experiences which familiarize the student with the agencies' policies, procedures, activities, protocols, and clientele.

#### **d. Evaluation of Student Performance**

There are various ways of evaluating student performance during the field education experience: Evaluation of field performance by field instructor, attendance and participation to field seminars and completion of written assignments.

- **Field Evaluation**

Evaluation of the student's learning, with feedback to the student, is an ongoing process throughout the field experience. However, at the mid-point of the fall semester of the Foundation Year, and end of the fall and spring semesters, formal documentation is required. The due dates for these documents are noted in the Field Education Calendar.

Respective evaluation instruments are included in this Manual. These should be read thoroughly before/at the beginning of the field experience so that all parties are clear about what is being evaluated. It is important the Field Educational Plans be completed in a manner which articulates how the student's learning in respective assignments is to be evaluated. The sum of these assignment evaluations should be the criteria used in the formal evaluative instrument.

Evaluations are used as a basis for helping the student be self-evaluative regarding her or his education and practice; enhancing service delivery; focusing instructional sessions; and providing a means for awarding the student a letter grade at the end of each semester.

Completion of evaluation documents should be a collaborative process between the student and field instructor and must be signed by both parties. The student's signature does not express agreement or disagreement with the appraisal but rather that she or he has read the document. Student differences with the completed evaluation document should be addressed with the field instructor and subsequently with the Coordinator of Field Education.

Please note that students formally evaluate the performance of the respective field instructor and agency at the end of each respective semester. The protocol for this will be announced. An evaluation of the Director of Field Education and Field Liaison is also completed and submitted, confidentially, to the Program Director. Copies of student's evaluations of the agency/field instructor may be forwarded to respective field instructors after grades are submitted to the Registrar.

The student's grade each semester is formally awarded by the Director of Field Education. It is based upon review of evaluation documents completed by the field instructor in conjunction with the student and by reports from Field Liaison; evaluation by the Director of Field Education of materials written by the student; active participation and attendance to Senior Practicum periodic meetings, and attendance at Program mandated events for purposes of maximizing learning through use of an implicit curriculum.

For an array of legitimate reasons in the fall semester students may not have opportunity to practice all required competencies. Please note if a student did not have opportunity to practice or learn some specific competencies with notation of how and when this competency will be addressed in the Spring Semester.

### e. Challenges

It is not uncommon to find positive and negative experiences during field practicum. The success of the field learning experience is dependent upon the performance of the parts involved. It is the responsibility of the Field Instructor to create a stable learning environment in order to address these experiences and challenges and to facilitate the student's educational progress. It is the responsibility of the Field Liaison or school representative to provide support and guidance in order for the field instructor and the agency to resolve any situations affecting the students' learning and/or well-being of clients.

Some of the challenges in field experience are generally addressed and resolved by student and field instructor. However, some situations requires the intervention of the Field Liaison. Some examples are:

- Persistent unprofessional and/or unethical conduct including disruptive behavior, lack of cooperation with staff, lack of ability to accept responsibility for assignments.
- Conflicts in teaching/learning styles
- Lack of compliance with agency and field requirements (documentation, inconsistent attendance, etc.)
- Inadequate skills or ability to demonstrate minimum level of competency.

If the student or Field Instructor believes that the Field Liaison is not fulfilling responsibilities or if further clarification of issues is needed, they should discuss this with her directly. If the matter is not resolved, either or both parties should contact the Director of Field Education for assistance and guidance. If this is not resolved, the next step is to contact the Director of the Social Work Program. The following step is to contact Chairperson of the Department of Sociology, Anthropology and Social Work.

If a satisfactory solution is not reached, students are referred to the established University policy for Grievance Procedures.

## **Section 4: Policies**

### **4.1 Safety**

The safety of students is a priority for the Social Work Program and for the agencies where students are completing their field placement. Most agencies provide students and staff with safety training. Safety is also addressed during Field Seminar. When students have a concern for their safety or the safety of others regarding particular clients or circumstances, they should bring this to the attention of their Field Instructor to determine the best course of action. If the situation is not resolved students should inform the Director of Field Education. Students are advised to exercise precaution and avoid taking unnecessary risks while conducting their field placement duties.

### **4.2 Transportation and Parking**

The Program attempts to link students with agencies that are reasonably accessible from the student's home or campus. Accessibility is determined through consultation with the student and includes whether the student will use her/his own vehicle or mass transportation. Accessibility is also determined by assessment by the Director of Field Education regarding the range of campus learning experiences, such as courses and scheduling. Transportation to the agency is conceptualized as transportation to the University and is not reimbursable through the Program nor does the commuting time count in terms of field education hours.

Sometimes agencies require students to use their own vehicles for agency/client related activities. In this situation, all parties must be in agreement prior to vehicle usage, and the student and the Program must receive official written material from the agency verifying that the student is covered for such activities under the agency's insurance. Student transport of agency clientele in the student's own vehicle is prohibited. These types of activities should be accomplished by use of agency vehicles or mass transportation.

### **4.3 Vacations and Absences**

Most agencies do not observe university and general holidays (i.e. fall/spring break, Thanksgiving, religious holidays, etc.) and time off must be negotiated between students and their instructors. Students must observe agency holidays and are expected to make up any hours missed when an agency is closed. Any time off for illness, emergencies, etc. must be made up by students. Usually students have no difficulty completing more than the minimum number of hours, as they are encouraged to attend relevant evening board meetings, community meetings, trainings, etc. Students are not allowed to complete their internship early because they have completed more than the required hours in any given semester.

There are no automatic incomplete grades for students who fall behind in the completion of hours. Experience has shown that students who fall behind in the fall have great difficulty making up hours in the spring in a reasonable manner conducive to learning and appropriate client service delivery. The Program recognizes that special circumstances may warrant consideration, however, the student is to discuss these and present them in writing to faculty in a timely manner.

The student is to comply with agency policies and protocols regarding lunch hours, calling in sick, manner of dress, and so forth. In the event of a labor strike by social workers or any other agency personnel, or any emergency or safety issue, the student is to consult with the Director of Field Education immediately.

#### **4.4 Expectations for Graduate Level Student Performance**

Students in the MSW program may graduate with no more than six credits (three credits for advanced standing students) in which they earn lower than a C or C+. Students in the 60 credit M.S.W. program are allowed to repeat two courses one time during their program to improve their grade. Students who have begun the concentration curriculum may not repeat a foundation course. Advanced standing students may repeat one course one time. Students who have exceeded their allowable C credits and who have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA. Students who receive any grade below a C and have utilized their allowable course repeat option will be dismissed from the program regardless of their GPA. Upon appeal, the Program Director may modify these constraints in exceptional circumstances.

In addition, students in the M.S.W. program must maintain a cumulative grade point average of 3.0. If the GPA falls below 3.0, the student is placed on academic probation according to University policy.

#### **4.5 Work Study Field Placement**

Students who are working in a social service agency may request to complete their field placement at the agency where they are employed. Students wishing to complete a work-study will be required to complete a separate Field Application. This arrangement must meet the following conditions:

- a. Fieldwork assignment must be different from students' regular job assignments/responsibilities.
- b. The Field Instructor must be a different person than student's regular supervisor. The Field Instructor must meet requirements of MSW program
- c. Field Supervisors and field assignments must be approved by the Director of Field Education prior to the approval of the work study arrangement
- d. Students must have been employed for a minimum of 90 days (probationary period) to apply for work study arrangement, and should comply with the requirements stated in items a, b and c.

#### **4.6 Changing Agency Placement**

It is expected that students will complete their field placement at the same agency. The intention of this arrangement is to help students adjust and learn about the agency and gradually build their social work skills during the second semester. Consequently, changing agencies during the academic year may create problems for the student and the agency. We expect that any difficulties that the student may have in this regard will be discussed with the Field Instructor, Field Liaison, and Director of Field to find an agreeable solution. If this cannot be resolved, the Director of Field will make the final decision. Making the decision to change field placement is based on several factors such as an agency not having a qualified Field Instructor or an agency not providing a student with appropriate learning services or any other extreme circumstances.

# APPENDIX SECTION

### Spring- Summer Field 2021

Dates	Responsibilities
January 4 <sup>th</sup>	<b>Spring Field education begins</b>
January 27 <sup>th</sup>	Classes begin
February 5 <sup>th</sup>	<b>Field Learning Plan</b> due to Field Liaisons
March 5 <sup>th</sup>	<b>Mid-Semester Evaluations</b> due
March 1-29 <sup>th</sup>	<b>Field site visits</b> by faculty by appointment
April 12 <sup>th</sup>	<b>Last week of Spring Field</b>
April 16 <sup>th</sup>	<b>Spring Semester student learning evaluations</b> due to Field Liaisons
April 19 <sup>th</sup> -23 <sup>rd</sup>	<b>Break between Spring and Summer Field sessions</b>

Dates	Responsibilities
April 26 <sup>th</sup>	<b>Summer Field education begins</b>
May 28 <sup>th</sup>	<b>Revised Field Learning Plans</b> due
June 1 <sup>st</sup> - 30 <sup>th</sup>	<b>Field Site visits</b> by faculty appointment
August 2 <sup>nd</sup>	<b>Last week of Summer Field</b>
August 9 <sup>th</sup>	<b>Final student learning evaluations</b> due to Field Liaisons

\*Note: students will continue to observe University days off and holidays

## GLOSSARY

Agency -- the organizational entity, which has the appropriate legal, social, and professional sanction to provide social work services to individuals, families, and community groups and in which the student engages in practical learning experiences.

Director of field education - the Seton Hall University faculty member who holds responsibility for directing the field learning experiences of students and who is responsible for grades.

Field liaison- the Seton Hall University faculty member who serves as a link between the faculty and administration of the social work program and the agency, field instructor, and student to promote and monitor the completion of a quality field experience.

Field experience/ field learning experience / internship/practicum - synonymous with field education.

Field instructor - the professional social worker who holds the MSW degree, works in the assigned agency, and who assumes responsibility for teaching the student at the agency. The Program prefers the phrase "field instructor" to the term "supervisor".

Hours - the times in which the student has responsibility and opportunity for serving clients, instructional periods, and other learning activities. Lunch is not included in the counting of hours.

Reflective recordings/ process recordings - materials (explained in page 13), which are written by the student and commented on by the field instructor for purposes of student learning.

Program - the MSW Program at Seton Hall University

Progress notes - this is one of an array of record keeping systems and agency specific nomenclature used by respective agencies.

Field education - the learning experience, which students undertake in an agency with on-site instruction from a professional social worker who holds the MSW degree.

\*Note: the Social Work Program strongly encourages “people first” language. We recognize the vast array of nomenclature used in practice settings, however, in our classes and written materials students will refer to persons they serve as persons/people/families. For example: people who are mentally ill; parents who have abused their children; and similarly. The “labeling” of clients is to be by their behavior/situation/feeling and similarly and reason for being a client. Clients are not to be referred to as “cases” or referred to in terms of their method of payment (i.e.: “Medicaid patient”). By this we mean no disrespect to agency nomenclature and we recognize that, at times, students may be conflicted between how clients are referred to in various practice settings as contrast with our “people first” requirement for written materials and oral presentations in classes. We will help students with this potential conflict in use of nomenclature by means of extra curriculum sessions derived from the NASW Guide for Writing for Social Workers and by class discussions and any concomitant editing of written materials, particularly in the Theory and Practice courses. We conduct at least one session each semester.

# Foundation Year

## Field Forms

PLEASE NOTE: The following forms are reproduced in compacted form here in the Field Education Manual for ease of printing and comprehension. Each form will be made available to the student and to the Field Instructor as a MS Word Document for ease of completion. HOWEVER, all forms that require signatures must be printed, signed and original copies submitted to the Director of Field Education or assigned Faculty member.

**SETON HALL UNIVERSITY**  
**MSW FOUNDATION YEAR (1<sup>st</sup> Year) FIELD LEARNING PLAN**  
**SOWK 6811- Fall \_\_\_\_\_ SOWK 6812 Spring \_\_\_\_\_**

<b>Student Name</b>		<b>Agency Name</b>	
<b>Student Phone:</b>		<b>Agency Address:</b>	
<b>Student Email:</b>		<b>Agency Phone:</b>	
<b>Required Hours:</b>		<b>Field Instructor Name:</b>	
<b>Required Recordings</b>		<b>Field Instructor Phone:</b>	
<b>Student's Field Schedule</b>		<b>Field Instructor Email:</b>	
<b>Supervision Day and Time</b>		<b>Task Supervisor Name:</b>	
<b>Field Liaison Name:</b>			

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>
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Goals/Practice Behaviors	Tasks/Activities	Evidence	Time Frame
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		<i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<i>(Ex: Specific date, ongoing)</i>
<p>1a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context</p> <p>1b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>1c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</p> <p>1d. use technology ethically and appropriately to facilitate practice outcomes</p> <p>1e. use supervision and consultation to guide professional judgment and behavior</p>			

**Competency 2: Engage Diversity and Difference in Practice**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
<p>2a. apply and communicate their understanding of the importance of diversity and difference in shaping life experiences in their practice at the micro and macro levels</p> <p>2b. present themselves as learners and engage clients and constituencies as experts of their own experiences</p> <p>2c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>			

**Competency 3: Advance Social Justice and Human Rights**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
<p>3a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>3b. engage in practices that advance social, economic, and environmental justice</p>			

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>

		<i>supervision, review of process recordings and other teaching/learning strategies.)</i>	
<p>4a. use practice experience and theory to inform scientific inquiry and research</p> <p>4b. engage in critical analysis of quantitative and qualitative research methods and research findings</p> <p>4c. use and translate research findings to inform and improve practice, policy, and service delivery</p>			

**Competency 5: Engage in Policy Practice**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
5a. identify social policy at the local, state, and federal level that			

<p>impacts well-being, service delivery, and access to social services</p> <p>5b. assess how social welfare and economic policies impact the delivery of and access to social services</p> <p>5c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p>			
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**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
<p>6a. apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies</p>			

6b. use empathy, self-regulation, and interpersonal skills to effectively engage diverse clients and constituencies			
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<b>Competency 7 – Assessment of Individuals, Families, Groups, Organizations, and Communities</b>
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<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
<p>7a. collect, organize, and critically analyze and interpret information from clients and constituencies</p> <p>7b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from clients and constituencies</p>			

<p>7c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>7d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>			
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<p><b>Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p>
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<p><b>Goals/Practice Behaviors</b></p>	<p><b>Tasks/Activities</b></p>	<p><b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i></p>	<p><b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i></p>
<p>8a. implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p> <p>8b. apply knowledge of human behavior and the social</p>			

<p>environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <p>8c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p> <p>8d. negotiate, mediate, and advocate on behalf of clients and constituencies</p> <p>8e. facilitate effective transitions and endings that advance mutually agreed-on goals</p>			
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**Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
<p>9a. select and use appropriate methods for evaluation of outcomes</p> <p>9b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>9c. critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <p>9d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>			

Field Instructor Signature:	Date:
Student Signature:	Date:

**Seton Hall University MSW Program  
Foundation (1<sup>st</sup>) Year Mid-Semester Evaluation**

Name of Student: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Name of Agency: \_\_\_\_\_ Field Liaison: \_\_\_\_\_

**Evaluation Criteria:**

**S= Satisfactory RI= Requires Improvement P=Problematic NYD= Not Yet Determined**

**Topics for Discussion/Evaluation**

**Agency as Service Delivery System**

- A. Beginning to understand agency mission, purpose, and function \_\_\_\_\_
- B. Beginning to understand range of social work roles \_\_\_\_\_
- C. Beginning to use community resources \_\_\_\_\_
- D. Beginning to fulfill administrative responsibilities in timely manner \_\_\_\_\_
- E. Beginning capacity to collaborative with agency staff \_\_\_\_\_

**Direct Service to Clients**

- A. Beginning engagement skills \_\_\_\_\_
- B. Beginning data collection skills \_\_\_\_\_
- C. Beginning assessment skills \_\_\_\_\_
- D. Beginning contracting skills \_\_\_\_\_
- E. Beginning interviewing skills \_\_\_\_\_

### **Professional Behavior**

- A. Student is punctual \_\_\_\_\_
- B. Student attends as scheduled \_\_\_\_\_
- C. Student demonstrates awareness and adherence to Social Work Code of Ethics \_\_\_\_\_
- D. Student meets agency requirements for documentation \_\_\_\_\_
- E. Student observes deadlines and completes tasks/assignments on time \_\_\_\_\_
- F. Student relates and works effectively with all staff \_\_\_\_\_
  
- G. Student's verbal communications are appropriate in content and tone \_\_\_\_\_
- H. Student maintains appropriate boundaries \_\_\_\_\_
- I. Student demonstrates flexibility \_\_\_\_\_
- J. Student's dress and appearance is appropriate to the setting \_\_\_\_\_

### **Field Instruction**

- A. Identifies learning needs/problems \_\_\_\_\_
- B. Is developing self-awareness \_\_\_\_\_
- C. Is beginning to use supervision effectively \_\_\_\_\_
- D. Prepares and agenda \_\_\_\_\_
- E. Accepts feedback \_\_\_\_\_

### **Process Recordings**

- A. Does the student submit process recordings in time for weekly use in supervision?

Yes \_\_\_\_\_ No \_\_\_\_\_

B. How many process recordings have been submitted to date? \_\_\_\_\_

C. Is the student beginning to reflect upon his/her interventions or role in the process recordings? Yes \_\_\_\_\_ No \_\_\_\_\_

**Has the Learning Plan been completed and submitted to liaison? Yes \_\_\_\_\_ No \_\_\_\_\_**

**Please assess the student's writing skills:**

**Please identify any significant strengths:**

**Please identify any significant problems:**

**If there are any problems, what are the plans to address them?**

**Does the student concur with this initial impression? Yes \_\_\_\_\_ No \_\_\_\_\_**

Field Instructor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Seton Hall University MSW Program**  
**End of Semester Evaluation- Foundation Year**

<b>Student name</b>	
<b>Agency/Program</b>	
<b>Field Instructor</b>	
<b>Semester</b>	
<b>Field Hours Completed</b>	

Over the semester, using Program guidelines, Educational Plans have articulated learning purposes and activities and the evaluation of learning process is ongoing. This form is used as a basis for: (1) helping the student be self-evaluative regarding her/his education; (2) focusing instruction; and (3) providing information to facilitate the award of a letter grade to the student.

If the student has not been given learning opportunities pertinent to any of the following items this semester, please note this as not applicable, however the student must be given learning opportunities in this area over the spring semester.

This form is a mechanism for reporting the degree to which the student has achieved the core competencies established by the Council on Social Work Education. The evaluative categories 1-5 are used here and throughout the social work curriculum with regards to competencies and the operationalization of these by means of practice behaviors. 1 to 5 is the Likert scale for assessment of learning. **The average totality of scoring in this course must equal at least a numeric of 4 (a grade of B) and the program’s benchmark of success. Each item below is of equal weight regarding scoring/grading.**

Please rate the student’s performance according to the following criteria:

5	Exceeds expectations (A, A-)
4	Meets expectations (B+, B)
3	Slightly meets expectations (B-,C)
2	Does not meet expectations (C-, D)
1	Inadequate for MSW program (F)
n/a	Intern has not had the opportunity to demonstrate competence in this area

**Please briefly describe the student's learning activities in terms of: presenting problems of clients, interventional strategies; experiences working with individuals, families, groups, and the larger community, including other social welfare organizations. Also, please indicate the frequency and duration of client (and/or other units of attention) contacts and the nature of any indirect services provided.**

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		1	2	3	4	5	n/a
1.a	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context						
1.b	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations						
1.c	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication						
1.d	use technology ethically and appropriately to facilitate practice outcomes						
1.e	use supervision and consultation to guide professional judgment and behavior						

Comments:

<b>Competency 2: Engage Diversity and Difference</b>
--

		1	2	3	4	5	n/a
2.a	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in their practice at the micro, mezzo, and macro levels						
2.b	present themselves as learners and engage clients and constituencies as experts of their own experiences						
2.c	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies						

Comments:

<b>Competency 3: Advance Social Justice and Human Rights</b>							
		1	2	3	4	5	n/a
3.a	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels						
3.b	engage in practices that advance social, economic, and environmental justice						

Comments:

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>							
		1	2	3	4	5	n/a
4.a	use practice experience and theory to inform scientific inquiry and research						
4.b	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings						
4.c	use and translate research evidence to inform and improve practice, policy, and service delivery						

Comments:

<b>Competency 5: Engage in Policy Practice</b>							
		1	2	3	4	5	n/a

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

Comments:

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>							
		1	2	3	4	5	n/a
6.a	apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies						
6.b	use empathy, self-regulation, and interpersonal skills to effectively engage diverse clients and constituencies						

Comments:

<b>Competency 7: Assessment Individuals, Families, Groups, Organizations, and Communities</b>							
		1	2	3	4	5	n/a
7.a	collect and organize data, and apply critical thinking to interpret information from clients and constituencies						
7.b	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of data from clients and constituencies						
7.c	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies						
7.d	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies						

Comments:

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>							
		1	2	3	4	5	n/a
8.a	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies						
8.b	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies						
8.c	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes						
8.d	negotiate, mediate, and advocate on behalf of clients and constituencies						
8.e	facilitate effective transitions and endings that advance mutually agreed-on goals						

Comments:

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>							
		1	2	3	4	5	n/a
9.a	select and use appropriate methods for evaluation of outcomes						
9.b	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes						
9.c	critically analyze, monitor, and evaluate intervention processes and outcomes						
9.d	apply evaluation findings to improve practice effectiveness at the micro and macro levels						

Comments:

Field Instructor Signature:		Date:
Student Signature		Date:

It is strongly recommended that evaluative criteria, as presented herein and in subsequent evaluation instruments, be focused on periodically throughout the semester; there should be no surprises. The student's signature does not necessarily indicate agreement with the completed evaluation document. Rather, the signature indicates that the student has read the document and discussed its content with the field instructor. Students who disagree with the evaluation should meet with the Director of Field Education as soon as possible.

# Concentration Year

## Field Forms

PLEASE NOTE: The following forms are reproduced in compacted form here in the Field Education Manual for ease of printing and comprehension. Each form will be made available to the student and to the Field Instructor as a MS Word Document for ease of completion. HOWEVER, all forms that require signatures must be printed, signed and original copies submitted to the Director of Field Education or assigned Faculty member.

**SETON HALL UNIVERSITY**  
**MSW CONCENTRATION (2<sup>nd</sup> Year) FIELD LEARNING PLAN**  
**SOWK 7811- Fall \_\_\_\_\_ SOWK 7812 Spring \_\_\_\_\_**

<b>Student Name</b>		<b>Agency Name</b>	
<b>Student Phone:</b>		<b>Agency Address:</b>	
<b>Student Email:</b>		<b>Agency Phone:</b>	
<b>Required Hours:</b>		<b>Field Instructor Name:</b>	
<b>Required Recordings</b>		<b>Field Instructor Phone:</b>	
<b>Student's Field Schedule</b>		<b>Field Instructor Email:</b>	
<b>Supervision Day and Time</b>		<b>Task Supervisor Name:</b>	
<b>Field Liaison Name:</b>			

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>
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<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b>	<b>Time Frame</b>
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		<i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<i>(Ex: Specific date, ongoing)</i>
<p>1a. Facilitate both micro and macro practice in the Social Work agency through the professional implementation of supervision</p> <p>1b. Demonstrate Social Work leadership skills by increasing students' knowledge and understanding of the theories and dynamics of supervision</p> <p>1c. Differentiate the role of Social Workers in relation to other professionals in the treatment of mental health disorders, substance use disorders, and medical disorders</p> <p>1d. Demonstrate decision-making incorporating the agency goals, and the values and ethics of the profession of Social Work</p>			

1e. Relate the Social Work Code of Ethics to that of other professions working in the treatment of mental health disorders, substance use disorders, and medical disorders			
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<b>Competency 2: Engage Diversity and Difference in Practice</b>
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<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
2a. Demonstrate knowledge and skills of research-informed cultural competent practice			

<p>2b. Demonstrate understanding and knowledge about diversity in all its form: racial, cultural, ethnic background, class, religious, gender, sexual orientation, age, and abilities</p> <p>2c. Assess predictive factors competently within and across groups (e.g., gender, ethnicity/race, age, SES, sexual orientation) and across system levels</p> <p>2d. Analyze and compare different social constructions of health, mental health, substance use, misuse, abuse, and dependence and their implications</p>			
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**Competency 3: Advance Social Justice and Human Rights**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
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		<i>student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	
<p>3a. Demonstrate understanding and knowledge of historical oppression and current social issues, as well as issues of social and economic justice that affect each of the diversity groups presented in this course</p> <p>3b. Promote the understanding and development of culturally relevant and non-oppressive social work practice to advance social an economic justice</p> <p>3c. Advocate at multiple levels for health promotion, for reduction of health disparities and stigma for diverse populations affected by health, mental health, and substance use disorders; and</p> <p>3d. Use knowledge of the effects of oppression discrimination, and historical trauma on client and client systems to guide treatment planning and intervention</p>			

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
<p>4a. Demonstrate skill in identifying key clinical issues in a given population and locating effective interventions to addressing these issues</p> <p>4b. Demonstrate understanding of the process of Evidence-Based Practices</p> <p>4c. Engage in ongoing evaluation of the effectiveness of the Social Worker’s interventions and the achievement of the identified outcome of improved physical, emotional, and behavioral health; and</p>			

4d. Effectively implement various procedures and methods to inform the Social Worker and the clients as to the client's progress towards improved physical, emotional and behavioral health			
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**Competency 5: Engage in Policy Practice**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
5a. Demonstrate social work leadership skills by increasing students' knowledge and understanding of the theories and dynamics of supervision			

<p>5b. Use the components of administration of a social service agency to meet the needs and concerns of both internal and external stakeholders</p> <p>5c. Development and application of intra and inter- agency policy to support the goals and objectives of addressing physical, emotional and behavioral health as a systemic concern</p> <p>5d. Provide leadership in agency services supporting a Social Work professionalism that addresses the health of the mind, body and spirit of the community and the client population</p>			
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**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
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		<i>supervision, review of process recordings and other teaching/learning strategies.)</i>	
<p>6a. Use and translate research on Evidence-Based Practices in the engagement process with clients with substance use disorders</p> <p>6b. Use and translate research on Evidence-Based Practices in the engagement process with clients with mental health disorders</p> <p>6c. Use and translate research on Evidence-Based Practices in the engagement process with clients with chronic health disorders</p> <p>6d. Use and translate research on Evidence-Based Practices in the engagement process with communities around substance abuse prevention</p>			

**Competency 7 – Assessment of Individuals, Families, Groups, Organizations, and Communities**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
<p>7a. Use and translate research on Evidence-Based Practices in the assessment of substance use disorders</p> <p>7b. Use and translate research on Evidence-Based Practices in the assessment of mental health disorders</p> <p>7c. Use and translate research on Evidence-Based Practices in the assessment of chronic health disorders</p> <p>7d. Assess the physiological impacts of substance use disorders upon individuals</p> <p>7e. Use and translate research on Evidence-Based Practices in the assessment communities around substance abuse prevention</p>			

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<b>Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
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<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>
<p>8a. Use and translate research on Evidence-Based Practices in the treatment of substance use disorders</p> <p>8b. Use and translate research on Evidence-Based Practices in the treatment of mental health disorders</p> <p>8c. Use and translate research on Evidence-Based Practices in the</p>			

<p>treatment of chronic health disorders</p> <p>8d. Demonstrate knowledge of pharmacological intervention upon substance use disorders</p> <p>8e. Use and translate research on Evidence-Based Practices in the intervention in communities around substance abuse prevention</p>			
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**Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

<b>Goals/Practice Behaviors</b>	<b>Tasks/Activities</b>	<b>Evidence</b> <i>(What are the measurable indicators that reflect that the student has gained the competency? ex: using supervision, review of process recordings and other teaching/learning strategies.)</i>	<b>Time Frame</b> <i>(Ex: Specific date, ongoing)</i>



**Seton Hall University MSW Program  
Concentration (2<sup>nd</sup>) Year Mid-Semester Evaluation**

Name of Student: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Name of Agency: \_\_\_\_\_ Field Liaison: \_\_\_\_\_

**Evaluation Criteria:**

**S= Satisfactory RI= Requires Improvement P=Problematic NYD= Not Yet Determined**

**Topics for Discussion/Evaluation**

**Direct Service to Clients**

- F. Engagement skills \_\_\_\_\_
- G. Data collection skills \_\_\_\_\_
- H. Assessment skills \_\_\_\_\_
- I. Contracting skills \_\_\_\_\_
- J. Intervention skills \_\_\_\_\_
- K. Beginning understanding of transference issues \_\_\_\_\_
- L. Beginning understanding of countertransference issues \_\_\_\_\_

**Professional Behavior**

- K. Student is punctual \_\_\_\_\_
- L. Student attends as scheduled \_\_\_\_\_
- M. Student demonstrates awareness and adherence to Social Work Code of Ethics \_\_\_\_\_

- N. Student meets agency requirements for documentation \_\_\_\_\_
- O. Student observes deadlines and completes tasks/assignments on time \_\_\_\_\_
- P. Student relates and works effectively with all staff \_\_\_\_\_
- Q. Student's verbal communications are appropriate in content and tone \_\_\_\_\_
- R. Student maintains appropriate boundaries \_\_\_\_\_
- S. Student demonstrates flexibility \_\_\_\_\_
- T. Student's dress and appearance is appropriate to the setting \_\_\_\_\_

**Field Instruction**

- F. Identifies learning needs/problems \_\_\_\_\_
- G. Is developing self-awareness \_\_\_\_\_
- H. Is beginning to use supervision effectively \_\_\_\_\_
- I. Prepares and agenda \_\_\_\_\_
- J. Accepts feedback \_\_\_\_\_

**Process Recordings**

- D. Does the student submit process recordings in time for weekly use in supervision?  
Yes \_\_\_\_\_ No \_\_\_\_\_
- E. How many process recordings have been submitted to date? \_\_\_\_\_
- F. Is the student beginning to reflect upon his/her interventions or role in the process recordings? Yes \_\_\_\_\_ No \_\_\_\_\_

**Has the Learning Plan been completed and submitted to liaison? Yes \_\_\_\_\_ No \_\_\_\_\_**

**Please assess the student's writing skills:**

**Please identify any significant strengths:**

**Please identify any significant problems:**

**If there are any problems, what are the plans to address them?**

**Does the student concur with this initial impression? Yes \_\_\_\_\_ No \_\_\_\_\_**

Field Instructor's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Seton Hall University MSW Program**  
**End of Semester Evaluation- Concentration Year**

<b>Student name</b>	
<b>Agency/Program</b>	
<b>Field Instructor</b>	
<b>Semester</b>	
<b>Field Hours Completed</b>	

Over the semester, using Program guidelines, Educational Plans have articulated learning purposes and activities and the evaluation of learning process is ongoing. This form is used as a basis for: (1) helping the student be self-evaluative regarding her/his education; (2) focusing instruction; and (3) providing information to facilitate the award of a letter grade to the student.

If the student has not been given learning opportunities pertinent to any of the following items this semester, please note this as not applicable, however the student must be given learning opportunities in this area over the spring semester.

This form is a mechanism for reporting the degree to which the student has achieved the core competencies established by the Council on Social Work Education. The evaluative categories 1-5 are used here and throughout the social work curriculum with regards to competencies and the operationalization of these by means of practice behaviors. 1 to 5 is the Likert scale for assessment of learning. **The average totality of scoring in this course must equal at least a numeric of 4 (a grade of B) and the program’s benchmark of success. Each item below is of equal weight regarding scoring/grading.**

Please rate the student’s performance according to the following criteria:

5	Exceeds expectations (A, A-)
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4	Meets expectations (B+, B)
3	Slightly meets expectations (B-,C)
2	Does not meet expectations (C-, D)
1	Inadequate for MSW program (F)
n/a	Intern has not had the opportunity to demonstrate competence in this area

**Please briefly describe the student's learning activities in terms of: presenting problems of clients, interventional strategies; experiences working with individuals, families, groups, and the larger community, including other social welfare organizations. Also, please indicate the frequency and duration of client (and/or other units of attention) contacts and the nature of any indirect services provided.**

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		1	2	3	4	5	n/a
1.a	Facilitate both micro and macro practice in the Social Work agency through the professional implementation of supervision						
1.b	Demonstrate Social Work leadership skills by increasing students' knowledge and understanding of the theories and dynamics of supervision						
1.c	Differentiate the role of Social Workers in relation to other professionals in the treatment of mental health disorders, substance use disorders, and medical disorders						
1.d	Demonstrate decision-making incorporating the agency goals, and the values and ethics of the profession of Social Work						
1.e	Relate the Social Work Code of Ethics to that of other professions working in the treatment of mental health disorders, substance use disorders, and medical disorders						

Comments:

<b>Competency 2: Engage Diversity and Difference</b>							
		1	2	3	4	5	n/a
2.a	Demonstrate knowledge and skills of research-informed culturally competent practice						
2.b	Demonstrate understanding and knowledge about diversity in all its form: racial, cultural, ethnic background, class, religious, gender, sexual orientation, age, and abilities						
2.c	Assess predictive factors competently within and across groups (e.g., gender, ethnicity/race, age, SES, sexual orientation) and across system levels						
2.d	Analyze and compare different social constructions of health, mental health, substance use, misuse, abuse, and dependence and their implications						

Comments:

<b>Competency 3: Advance Social Justice and Human Rights</b>							
		1	2	3	4	5	n/a
3.a	Demonstrate understanding and knowledge of historical oppression and current social issues, as well as issues of social and economic justice that affect each of the diversity groups presented in this course.						
3.b	Promote the understanding and development of culturally relevant and non-oppressive social work practice to advance social and economic justice.						
3.c	Advocate at multiple levels for health promotion, for reduction of health disparities and stigma for diverse populations affected by health, mental health, and substance use disorders						
3.d	Use knowledge of the effects of oppression discrimination, and historical trauma on client and client systems to guide treatment planning and intervention						

Comments:

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>							
		1	2	3	4	5	n/a
4.a	Demonstrate skill in identifying key clinical issues in a given population and locating effective interventions to addressing these issues						
4.b	Demonstrate understanding of the process of Evidence-Based Practices						
4.c	Engage in ongoing evaluation of the effectiveness of the Social Worker's interventions and the achievement of the identified outcome of improved physical, emotional, and behavioral health						
4. d	Effectively implement various procedures and methods to inform the Social Worker and the clients as to the client's progress towards improved physical, emotional and behavioral health						

Comments:

<b>Competency 5: Engage in Policy Practice</b>							
		1	2	3	4	5	n/a
5.a	Demonstrate social work leadership skills by increasing students' knowledge and understanding of the theories and dynamics of supervision						
5.b	Use the components of administration of a social service agency to meet the needs and concerns of both internal and external stakeholders						
5.c	Development and application of intra and inter- agency policy to support the goals and objectives of addressing physical, emotional and behavioral health as a systemic concern						
5.d	Provide leadership in agency services supporting a Social Work professionalism that addresses the health of the mind, body and spirit of the community and the client population						

Comments:

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>
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		1	2	3	4	5	n/a
6.a	Use and translate research on Evidence-Based Practices in the engagement process with clients with substance use disorders						
6.b	Use and translate research on Evidence-Based Practices in the engagement process with clients with mental health disorders						
6.c	Use and translate research on Evidence-Based Practices in the engagement process with clients with chronic health disorders						
6.d	Use and translate research on Evidence-Based Practices in the engagement process with communities around substance abuse prevention						

Comments:

<b>Competency 7: Assessment Individuals, Families, Groups, Organizations, and Communities</b>							
		1	2	3	4	5	n/a
7.a	Use and translate research on Evidence-Based Practices in the assessment of substance use disorders						
7.b	Use and translate research on Evidence-Based Practices in the assessment of mental health disorders						
7.c	Use and translate research on Evidence-Based Practices in the assessment of chronic health disorders						
7.d	Assess the physiological impacts of substance use disorders upon individuals						
7.e	Use and translate research on Evidence-Based Practices in the assessment communities around substance abuse prevention						

Comments:

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>							
		1	2	3	4	5	n/a
8.a	Use and translate research on Evidence-Based Practices in the treatment of substance use disorders						
8.b	Use and translate research on Evidence-Based Practices in the treatment of mental health disorders						

8.c	Use and translate research on Evidence-Based Practices in the treatment of chronic health disorders						
8.d	Demonstrate knowledge of pharmacological intervention upon substance use disorders						
8.e	Use and translate research on Evidence-Based Practices in the intervention in communities around substance abuse prevention						

Comments:

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>							
		1	2	3	4	5	n/a
9.a	Design and carry out an evaluation of their own direct practice						
9.b	Apply their learning regarding the purposes and types of evaluations at the program level, instrument design, data analysis, ethical issues, and organizational, political, social and cultural factors affecting evaluation in diverse human contexts						

Comments:

Field Instructor Signature:		Date:
Student Signature		Date:

It is strongly recommended that evaluative criteria, as presented herein and in subsequent evaluation instruments, be focused on periodically throughout the semester; there should be no surprises. The student's signature does not necessarily indicate agreement with the completed evaluation document. Rather, the signature indicates that the student has read the document and discussed its content with the field instructor. Students who disagree with the evaluation should meet with the Director of Field Education as soon as possible.