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Overview of Field Education

Field Education at Molloy College is firmly grounded in the Department of Social Work mission and goals. The program objectives that are adopted from the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, guide the field education curriculum and the professional development of our students.

Department of Social Work Mission Statement

“Molloy College, an independent, Catholic college, rooted in the Dominican tradition of study, spirituality, service, and community is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.”

(Molloy College Mission Statement)

The Department of Social Work, building on the Mission of the College, and reflecting the essence of its Dominican tradition, develops ethical, competent, and self-aware professionals for the purpose of promoting individual and community well being guided by a person-in-environment construct and building social and economic justice. It serves as a catalyst for value-centered professional social work education within an increasingly diverse, multi-cultural society. The Faculty promotes the application of knowledge and skills through an interactive educational community experience, fostering critical thinking, practice evaluation, and a commitment to personal and professional growth.

Program Goals

The Department of Social Work program goals are derived from the mission statement. They specify the intentions of the program to prepare practitioners to:

1. Demonstrate the development of a professional self, capable of thinking critically, solving problems, and using ethical standards and self-awareness to guide their practice.

2. Demonstrate the increased capacity to be more politically knowledgeable, culturally competent and macro-minded professional, able to incorporate a social action-orientation as part of their full range of capabilities as a generalist practitioner.

3. Demonstrate a competent practice orientation, displaying professional written and oral communication skills, an ability to collaborate in practice, and an ability to work effectively both independently and as part of a team.

4. Demonstrate competence as a generalist practitioner, promoting social and human well-being by utilizing a range of assessment, intervention and evaluation methods in practice with all client systems.
Signature Pedagogy: Council of Social Work Education Field Education Educational Policy 2.3

“Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies” (CSWE, 2008).

### Program Competencies and Practice Behaviors

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<th>Student Learning Outcomes</th>
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<tr>
<td>2.1.1 Identify as a professional social worker &amp; conduct oneself accordingly</td>
<td>PB1</td>
<td>Advocate for client access to the services of social work</td>
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<td></td>
<td>PB2</td>
<td>Practice personal reflection &amp; self correction to assure continual professional development</td>
</tr>
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<td></td>
<td>PB3</td>
<td>Attend to professional roles and boundaries</td>
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<td></td>
<td>PB4</td>
<td>Demonstrate professional demeanor in behavior, appearance, &amp; communication</td>
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<td></td>
<td>PB5</td>
<td>Commitment to personal and professional growth</td>
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<td></td>
<td>PB6</td>
<td>Use supervision &amp; consultation</td>
</tr>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>PB1</td>
<td>Recognize &amp; manage personal values in a way that allows professional values to guide practice.</td>
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<tr>
<td></td>
<td>PB2</td>
<td>Make ethical decisions by applying standards of the NASW &amp; as applicable of the IFSW/IASSW Ethics in Social Work Statement of Principles.</td>
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<tr>
<td></td>
<td>PB3</td>
<td>Tolerate ambiguity in resolving ethical conflicts.</td>
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<td></td>
<td>PB4</td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
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<tr>
<td>2.1.3 Apply critical thinking to inform &amp; communicate professional judgments</td>
<td>PB1</td>
<td>Distinguish, appraise, &amp; integrate multiple sources of knowledge, including research-based knowledge, &amp; practice wisdom</td>
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<tr>
<td></td>
<td>PB2</td>
<td>Analyze models of assessment, prevention, intervention, &amp; evaluation.</td>
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<td></td>
<td>PB3</td>
<td>Demonstrate effective oral &amp; written communication in working with individuals, families, organizations, communities &amp; colleagues.</td>
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<tr>
<td>2.1.4 Engage diversity &amp; difference in practice</td>
<td>PB1</td>
<td>Recognize the extent to which a culture’s structures 7 values may oppress, marginalize, alienate, or create or enhance privilege &amp; power</td>
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<tr>
<td></td>
<td>PB2</td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases &amp; values in working with diverse groups</td>
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<td></td>
<td>PB3</td>
<td>Recognize &amp; communicate their understanding of the importance of difference in shaping life experiences.</td>
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<td></td>
<td>PB4</td>
<td>View themselves as learners who engage those with whom they work as informants.</td>
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<tr>
<td>2.1.5 Advance human rights 7</td>
<td>PB1</td>
<td>Understand the forms &amp; mechanisms of oppression &amp; discrimination</td>
</tr>
<tr>
<td>social &amp; economic justice</td>
<td>PB2</td>
<td>Advocate for human rights &amp; social &amp; economic justice</td>
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<td>---------------------------</td>
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<tr>
<td></td>
<td>PB3</td>
<td>Engage in practices that advance social &amp; economic justice</td>
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<tr>
<td>2.1.6 Engage in research-informed practice &amp; practice-informed research</td>
<td>PB1</td>
<td>Use practice experience to inform scientific inquiry</td>
</tr>
<tr>
<td></td>
<td>PB2</td>
<td>Use research evidence to inform practice</td>
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<tr>
<td>2.1.7 Apply knowledge of human behavior &amp; the social environment</td>
<td>PB1</td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, &amp; evaluation.</td>
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<tr>
<td></td>
<td>PB2</td>
<td>Critique &amp; apply knowledge to understand person &amp; environment</td>
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<tr>
<td>2.1.8 Engage in policy practice to advance social &amp; economic well-being &amp; to deliver effective social work services</td>
<td>PB1</td>
<td>Analyze, formulate, &amp; advocate for policies that advance social well-being</td>
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<tr>
<td></td>
<td>PB2</td>
<td>Collaborate with colleagues &amp; clients for effective policy action</td>
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<tr>
<td>2.1.9 Respond to contexts that shape practice</td>
<td>PB1</td>
<td>Continuously discover, appraise, &amp; attend to changing locales, populations, scientific &amp; technological developments, &amp; emerging societal trends to provide relevant services</td>
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<tr>
<td></td>
<td>PB2</td>
<td>Provide leadership in promoting sustainable changes in service delivery &amp; practice to improve the quality of social services</td>
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<tr>
<td>2.1.10a Engage with individuals, families, groups, organizations, &amp; communities</td>
<td>PB1</td>
<td>Substantively &amp; affectively prepare for action with individuals, families, groups, organizations, &amp; communities</td>
</tr>
<tr>
<td></td>
<td>PB2</td>
<td>Use empathy &amp; other interpersonal skills</td>
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<tr>
<td></td>
<td>PB3</td>
<td>Develop mutually agreed-on intervention goals &amp; objectives</td>
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<tr>
<td></td>
<td>PB4</td>
<td>Select appropriate intervention strategies</td>
</tr>
<tr>
<td>2.1.10b Assess individuals, families, groups, organizations, &amp; communities</td>
<td>PB1</td>
<td>Collect, organize, &amp; interpret client data</td>
</tr>
<tr>
<td></td>
<td>PB2</td>
<td>Assess client strengths &amp; limitations</td>
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<tr>
<td></td>
<td>PB3</td>
<td>Develop mutually agreed-on intervention goals &amp; objectives</td>
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<tr>
<td></td>
<td>PB4</td>
<td>Select appropriate intervention strategies</td>
</tr>
<tr>
<td>2.1.10c Intervene with individuals, families, groups, organizations, &amp; communities</td>
<td>PB1</td>
<td>Initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td></td>
<td>PB2</td>
<td>Implement prevention interventions that enhance client capacities</td>
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<tr>
<td></td>
<td>PB3</td>
<td>Help clients resolve problems</td>
</tr>
<tr>
<td></td>
<td>PB4</td>
<td>Negotiate, mediate, &amp; advocate for clients</td>
</tr>
<tr>
<td></td>
<td>PB5</td>
<td>Facilitate transitions &amp; endings</td>
</tr>
<tr>
<td>2.1.10d Evaluate work with individuals, families, groups, organizations, &amp; communities</td>
<td>PB1</td>
<td>Critically analyze, monitor, &amp; evaluate interventions</td>
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For more information on the specifics of CSWE’s educational policy and accreditation standards, go to [http://www.cswe.org/File.aspx?id=13780](http://www.cswe.org/File.aspx?id=13780)
Academic Structure

*Generalist Practice Placement* - At the undergraduate level, preparation for generalist practice is mandated by the Council on Social Work Education (CSWE). A generalist practice placement provides each student with an opportunity to learn basic social work knowledge and skills that are transferable to multiple service delivery settings and varied populations. The Association of Baccalaureate Social Work Program Directors adopted the following definition:

“Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities, and organizations and furthering the goals of social justice.”

*Generalist Practice Assignments* - Within the broad scope of social work, field education from a generalist perspective emphasizes assignments that include micro, mezzo and macro levels of practice. The concurrent educational model utilized by Molloy College means that students are enrolled in practice coursework while completing field education. The content of these practice courses includes focused study on the mezzo and macro levels of intervention. Opportunities for group experiences in the fall semester and organizational/community experiences in the spring semester will greatly enhance the integration of theory and practice.

*Concurrent Model* - Molloy College uses the concurrent placement model for field education. Students remain in one setting for both semesters of their senior year. Completion of the total 420 hours occurs while the student is enrolled in Generalist Social Work Practice II (fall semester) and III (spring semester), Capstone I (fall semester) and Capstone II (spring semester). Please see Appendix A for the senior year course descriptions.

*Integrative Seminar* - A weekly seminar (SWK 460-461) facilitated by the faculty liaison is held in conjunction with the placement in field education. The learning environment is inclusive of peer support and promotes the integration of theory and practice and the development of a professional self. Student assignments include but are not limited to oral presentations on the agency and a direct practice assignment, reflective exercises, competency-based processes recordings, completion of the child abuse training course and participation in professional development activities. In order to promote the continuity and coordination of learning, students will be required to enroll in the same integrative seminar section for both semesters.
Preparation for Field Education

The Placement Process for Students

*Preparation* – During the junior year, students complete a self-assessment based on professional dispositions, which are defined as the critical cluster of personal characteristics that together give shape to, form and are foundational to competent practice. Faculty collectively evaluates each student who is preparing for field education. Feedback from faculty and the student assessment are discussed at the Pre-Placement Interview between the student and Director of Field Education. Feedback is discussed in order to identify academic and/or behavioral concerns that may hinder academic advancement and professional development. It is recommended the students with any history of documented criminal behavior or a finding with The Statewide Central Register of Child Abuse and Maltreatment present this information and any related concerns to the Director of Field Education to ensure appropriate planning for field education.

Before the interview, students also complete an application for field education and submit current resumes. Following the interview, students are recommended to organizations and schedule interviews with agency personnel. Preparation for field education continues with students applying for NASW membership and obtaining professional liability insurance.

*The Field Education Site Interview and Agreement Process*

- Based on the Pre-Placement Interview and assessment findings, the Director of Field Education will recommend a field education site.

- The student contacts the potential site to schedule an interview with the site supervisor or educational coordinator. Students are to prepare for the interview by researching the organization. It is also expected that students present themselves in a professional manner (i.e. appropriate dress, updated professional resume, effective interviewing skills).

- If the interview results in acceptance by the field education site, the placement is confirmed through the Director of Field Education.

- If the interview results in concerns by the supervisor or student, the Director of Field Education will evaluate the need to pursue other options.

- Many field education sites have requirements which must be completed prior to beginning field education. Orientation, identification processing, background checks, immunizations and medical clearance are mandated by some settings.

*Placement in Employee Setting* - A student may complete a special application for placement in their employment setting (see Appendix J). In order to obtain approval of this special arrangement, there must be an assigned field instructor who is not the work site supervisor. Additionally, assignments must involve learning experiences that are not related to work responsibilities. There must be at least a six month work history. Approval will be based in part on meeting these requirements.
Selection of Field Education Sites and Supervisors

General Requirements – Field education sites and supervisors are selected for their interest in teaching and their ability to provide the student with a supportive learning environment that addresses the needs of a beginning social work practitioner. Organizations requesting social work interns for the first time are required to complete an Agency Placement Request Form. This form is reviewed by the Director of Field Education, who in turn, contacts the organization to further explore field education opportunities.

Supervision Structure and Field Supervisor Qualifications - The social work field supervisor must have a minimum of three years work experience after completion of the MSW. Completion of or enrollment in the Seminar in Field Instruction (SIFI) is strongly preferred.

College/Organization Agreements
Affiliation agreements and/or placement agreement letters are required for all sites utilized by students in social work field education. The agreement is written to protect the interests of all parties through shared risks and responsibilities. Students will be delayed in beginning field education if agreements are not signed and on file.
Objectives and Expectations in Field Education

Field education is designed to equip students with the necessary competencies to practice as a BSW-level generalist practitioner. More specifically, field education will facilitate students’ ability to:

1. Exemplify professionalism in oral and written communication, demeanor and in relationships with client systems, supervisors, peers, colleagues and the members of the organization’s leadership.
2. Identify ethical dilemmas and engage in ethical decision-making processes to resolve them.
3. Apply an in-depth understanding of various sources of knowledge to relevant practice issues.
4. Engage in culturally-competent approaches to practice with diverse populations.
5. Adopt a practice mindset that acknowledges client systems as key informants in the assessment process and considers the environmental, systemic and cultural influences that shape the experiences of individuals, families and communities.
6. Identify the policy, social justice and human rights issues which emerge from practice and develop strategies to address the issues through advocacy.
7. Evaluate research for the purpose of informing and enhancing practice.
8. Apply knowledge of theoretical and conceptual frameworks to guide practice-based assessment, intervention and evaluation.
9. Understand and analyze the impact of the social, political and economic environment on service delivery within the field education setting.
10. Utilize social work values, knowledge, skills and self-awareness to competently practice with client systems across the micro, mezzo and macro practice levels.
11. Participate in professional development activities inclusive of, membership in professional associations, educational seminars, community service projects, and activism.

(Course Objectives SWK 460 - 461 Integrative Seminar)

The activities listed below should be included in the Learning Plan Agreement (see Appendix B) and recognized as priorities for accomplishing the course objectives.

Students are expected to:

- make an initial appointment with their supervisor for the first week of field education. One of the first assignments will be the development of the Learning Plan agreement. Although this agreement may be adjusted as the year progresses, this initial plan will establish a solid beginning for the field education experience.
- meet with the field supervisor at least once each week for a minimum of one hour of supervision.
- be responsible for the content of the supervisory sessions and attend supervision with a prepared agenda. To aid in this preparation, students can utilize the supervision log format (see Appendix C).
- write process recordings (see Appendix E), and other types of professional correspondence as part of your training. Exposure to a variety of recording formats will facilitate learning. Process recordings should cover both direct and indirect service contacts.
meet at least once each semester with the faculty liaison and field supervisor to assess progress in meeting the social work program goals and field education objectives.

attend and actively participate in the integrative seminar by bringing content from the field education experience into the classroom learning environment for processing, problem-solving and support.

complete assignments, meet deadlines, and request assistance when needed.

provide proof of professional liability coverage at the beginning of the Fall semester, and child abuse training certification by the end of the Fall semester.

bring any concerns, questions, areas of confusion or disagreement to the attention of the faculty liaison, who will determine the need for consultation with the Director of Field Education.

engage in evaluations at various levels, with appropriate personnel including, the field supervisor, and faculty liaison. Students must keep copies of all evaluations.

maintain a record of attendance (see Appendix D).

represent yourself as a social work professional by maintaining appropriate standards of personal appearance (see Field Education Dress Code on page # 12).

Field Supervisors are expected to:

- develop a learning plan which provides an opportunity for the student and field supervisor to collaborate on learning objectives and related assignments/tasks. This document must be completed and returned to the faculty liaison by mid-October, or at the Fall supervisors’ meeting on Monday, October 20, 2014.
- provide a thorough orientation to the organization by addressing policies, procedures, organizational structure and mission.
- provide weekly supervisory sessions for a minimum of one hour utilizing process recordings as a learning tool. The format for process recordings is left to the discretion of the field supervisor (see Appendix E for suggested formats). The Department of Social Work has developed a competency-based process recording which students will utilize for presentation and discussion in their Integrative Seminar course. The Department requires a minimum of two process recordings per week in the fall semester and one per week in the spring semester. Field supervisors are expected to select process recordings, which can be reviewed by the faculty liaison at the field site visits.
- keep a log of supervisory sessions including a record of cases assigned and issues discussed each week (see Appendix C).
- provide the student with appropriate space, equipment, and necessary support to complete assigned responsibilities.
- include the student in regular meetings, in-service trainings, community or macro level assignments where possible.
- provide duties and responsibilities that are appropriate for learning needs which become increasingly demanding and challenging to promote growth.
- evaluate the student in a thorough and objective manner.
- meet with the faculty liaison to review and evaluate progress.
- complete the field evaluation each semester.
- attend supervisors’ meetings that gather field supervisors for focused discussion on matters pertaining to field education.
- model best practice and ethical professional behavior.
Task supervisor – In some settings direct service work is delivered by professionals of other disciplines or paraprofessionals. Students may be supervised in their task assignments by these qualified staff. However, overall supervision including regular weekly conferences and evaluation must be completed by a qualified social work supervisor.

Faculty Liaison

At Molloy College the faculty liaison is also the integrative seminar instructor. The faculty liaison is responsible for submitting the final grade each semester. The faculty liaison is expected to:

- facilitate the relationship of the field supervisor with the department, the curriculum, and expectations for learning.
- consult in the development of a learning plan, if needed and review the completed learning plan to ensure that the field education site offers sufficient learning opportunities.
- evaluate students’ seminar performance and incorporate the field education experiences into a final grade.
- monitor the overall field education experience and provide consultation and intervention assistance with any difficulties.
- evaluate the agency and the field supervisor.
- regularly meet to coordinate and communicate with other liaisons and the Director of Field Education in order to address and facilitate the objectives for field education.

Field Director

The Director of Field Education is a full-time faculty member with the primary responsibility for coordinating the field placement process and the field education curriculum. In conjunction with department faculty, the Director establishes the policies and procedures that are consistent with the standards of the Council on Social Work Education (CSWE). The Field Director is expected to:

- orient the students to field education through presentations, programs, assessment instruments and interviews throughout the junior year.
- screen all applicants and assume the responsibility for assessing overall readiness for field education.
- facilitate the placement process and ensure the qualifications of field supervisors.
- coordinate with Molloy College and field education organizations to acquire and maintain current affiliation agreements and/or placement agreement letters.
- provide information and support to field supervisors through formal meetings and informal communication throughout the academic year.
- develop and maintain field education sites that offer the maximum opportunity for BSW learning.
- communicate with all faculty on the status of field education and students’ progress.
Administrative Policies and Procedures

Field Education Days and Hours

Students are required to spend a minimum of 420 hours a year (approximately 210 each semester) in the field. For the majority of students, this will be accomplished through two eight-hour days (with a one-hour lunch break) each week. In some cases by joint agreement of the organization, student, and Director of Field Education, these hours may be spread over three days. The school year runs from mid-September through early May. If a student is asked to spend time in a field education site prior to the beginning of the field education year, he/she must still remain in the placement until the first week in May. If a student is expected to remain in the field education setting after the end of the field education year, this must be made known at the time the student is assigned to the organization. Permission for special field arrangements must be submitted in writing to the Director of Field Education.

Note: Students requesting evening/weekend internships due to full-time work schedules will be required to make arrangements for sufficient daytime hours to attend staff meetings and engage with daytime staff and organizational operations.

Field Education Dress Code

A professional appearance is required for field education. Standards for professional appearance vary based on the field education organization’s culture and in some cases, the population served and scope of services. For example, a community-based organization working with youth may allow more casual attire than a hospital setting. Students should speak with their supervisors to ensure that appropriate standards for professional appearance are known and adhered to.

Overall, students should have business casual attire when developing their ‘professional style’ for field education.

For the women, appropriate attire includes slacks, skirts, blouses, sweaters, blazers, dresses and dress flats or heels. Mini-skirts, capris, leggings, sleeveless and backless shirts or dresses and flip flops are not allowed. Clothing should also not be too form – fitting or revealing.

For the men, appropriate attire includes collared shirts, sweaters, ties, slacks and dress shoes.

For all students, tattoos should not be visible whenever possible, undergarments should not be exposed, perfumes and colognes should be used in moderation so as not to overwhelm others.

For a photo gallery of business casual attire visit:
School/Agency/Religious Holidays or Breaks

Calendar holidays and vacations – The field education year begins no later than the third week of the academic calendar. Students are excused from field during the College Thanksgiving holiday, and for one week each during the Christmas and Spring vacations. The exact dates of the one week break are to be worked out with the field instructor in response to organizational and student needs. The dual role (student and worker) created by field education will require prioritizing the needs of the organization, thus negating many of the College holidays.

Illness and Other Absences

Absences – In spite of possible absence due to illness, weather, car trouble, emergencies, etc., students have a professional responsibility to the organization, and the college to attend field education on assigned days. Absences are to be made up, or in the case of prolonged illness, an arrangement between student, field supervisor, and faculty liaison should be worked out.

Field emergencies and class attendance – Occasionally, the student’s field commitments (e.g. client court hearing, medical consult, etc.) may conflict with a scheduled class. Students should minimize these occurrences and communicate any potential conflicts with faculty. The dual responsibilities of classroom and field education must be maintained.

Monitoring, Evaluating, Grading

Mid-semester deficiency report – About six weeks into the academic semester (see Field Education calendar for exact date), supervisors are asked to submit mid-semester deficiency reports (see Appendix F) for any students having difficulty. Early identification can allow for adjustments and corrections prior to the end of the semester and the necessity for a failing grade.

Grade of Incomplete - According to the policy in the College catalog, the grade of “I” should be given “only in the case of hardship circumstances which, in the judgment of the instructor, warrant special consideration”. For further clarification of this policy, please see the current version of the Molloy College Undergraduate Course Catalog. An incomplete grade may be granted because:

- student has failed to complete a minimum of 175 hours at the end of the first semester (December) or 420 hours at the end of the second semester (May). With the approval of the field supervisor and the faculty liaison, the student may be granted an extension to complete the hours for field education. A Completion of Hours Agreement (see Appendix L) must be on file with the Director of Field Education.
- student hasn’t completed all field education requirements.
- student hasn’t successfully completed all requirements of the integrative seminar as indicated in the course outline.

Attendance – Social work education is professional training. Illness, life problems, or stress may sometimes inhibit a student’s ability to fully participate in the educational experiences of the classroom and the field. However, such life circumstances do not relieve students or faculty of their responsibility.
to insure the acquisition of professional knowledge and skill development. Therefore, students may need to repeat a course, take a temporary leave of absence, or delay completion of their education.

**Evaluation Conferences**

- **Faculty liaison visits** – Each semester the faculty liaison will schedule evaluation conferences with the field supervisor and student. The learning plan is reviewed and an overall assessment of student progress is made at that time. If indicated, learning experiences may be revised or developed to ensure that the student is exposed to opportunities for growth in all competency areas.

- **Evaluations** *(see Appendix G)* - a formal written evaluation of the student’s work is to be submitted to the department at the end of the fall and spring semesters. The field evaluation is an important assessment of students’ growth and development.

The evaluation is to be signed by both the field supervisor and the student. If the student disagrees with parts of the evaluation, and the field supervisor does not believe that a change in grading is called for, the evaluation should be mailed in, noting the student’s objections. The student should then write his/her own statement pertaining to the specific areas of disagreement, and submit it to the Director of Field Education. The student’s comments will be filed together with the original evaluation.

**Safety and Risk Management**

It is the policy of Molloy College to consider the various levels of risk involved for the student, the organization, the field supervisor and various key representatives of the academic institution. The following policies and procedures are reflective of these concerns.

Students in the agency setting should be alerted to any potential dangers inherent in working with certain populations or in particular settings. Safety procedures should be addressed in the orientation to the agency, and revisited throughout the supervisory conferences.

Legal decisions clearly place responsibility for the student supervisee’s actions directly on the supervisor. Referred to as vicarious liability, imputed negligence, and *respondeat superior*, the supervisee is legally regarded as an extension of the supervisor (Kadushin & Harkness, 2002).

**Liability Protection** - All field education students are required to have personal liability coverage. Information can be obtained from the NASW Assurance Trust home page [www.naswassurance.org](http://www.naswassurance.org). Click on Student Social Work Liability in the Insurance center section. All students MUST have this coverage in place in order to begin their placement in September.

**Child Abuse Training** – All social workers are required to document training in child abuse reporting. Students must receive this training by the end of the Fall semester that field education is commenced and a copy of the certificate of completion must be on file with the Director of Field Education. Training may be taken at many sites including the Coalition Against Child Abuse and Neglect (The Safe Center) (516) 747-2966 or online through the New York State National Association of Social

**Transportation parameters** – Some field education settings require the student to use their personal car for home visits. It is the policy of Molloy College to limit student driving to this use only. Students MUST NOT transport clients for any reason in their personal or the organization’s vehicles.

**College/Organization Agreements** – A current contractual agreement or statement that has been signed by the appropriate organization and college representative must be on file.

**Financial hardship** – On rare occasions, a student may be confronted with financial obligations related to field education that may create hardship. In these unique cases, the student is directed to discuss the issues with the Director of Field Education for problem solving.

**Laws Relevant to Practice**—Initial field education assignments must include the student becoming knowledgeable about the federal, state and local laws that impact the provision of service within their field education setting. Field supervisors will assist in locating this information.

**Student Academic/Professional Assessment Policy and Procedures**

Social work education serves the function of assuring that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of the clients to quality service requires that graduates from accredited BSW programs be prepared to deliver Social Work services in a professional manner. At times it becomes necessary to reassess a student’s motivation and suitability for a career in social work and to make appropriate academic judgments. Therefore, professional characteristics have been identified in the Molloy College Department of Social Work as “professional dispositions” (see page 34). In response to the need to evaluate and address concerns regarding Student Academic/Professional competencies, the following policy and procedure criteria have been established:

**Policies:**

1. **Basic Abilities Policy** – Students are required to review and sign the Basic Abilities Policy with their faculty advisor during their first semester in the program. (see Appendix H).

2. **Adequate Academic Performance**: Program requirements for social work majors are listed as follows:
   - A grade of “C+” or better is required for all social work (SWK) courses
   - Students may not carry more than two grades of “C+” in Social work courses
   - Social work majors must maintain an overall index of 2.7
   - Students may withdraw from the same social work course no more than two times
   - Any social work course maybe repeated once; failure to attain a grade of “C+” when taking the same course for the second time necessitates dismissal from the program
   - A student must have an overall 2.7 Cumulative Index in order to begin field placement (SWK 350, SWK 460, SWE 461)

3. **Adaptation to the Goals of the Social Work Program**: A student may demonstrate through behavior and attitudes expressed in the classroom, little or no commitment to the Social Work profession. Prejudices and other judgmental attitudes may present themselves which require the
student to focus on further development of self-awareness and professionalism. A student who continues to reject social work values or does not comply with the NASW Code of Ethics may be subject to dismissal from the social work program.

4. **Adequate Interpersonal Relationship Skills**: The ability to establish and maintain interpersonal relationships is critical to professional practice. The Profession requires the ability to relate to others non-judgmentally, with empathy, acceptance and genuineness. A student who consistently demonstrates inadequate interpersonal relationship skills may be subject to dismissal from the social work program.

5. **Personal Issues**: A student may have personal issues that are so overwhelming that they prevent the development of self-awareness and skills necessary for social work practice; the student will be referred for appropriate help. In the case of a student who continues to demonstrate ongoing issues with any professional disposition which prevent professional development, the student may be subject to dismissal from the social work program.

6. **Violation of Ethical Standards**: The Department of Social Work is dedicated to the ideals of truth, integrity and academic excellence. As such, every social work major shares in the responsibility for protecting the integrity of the profession and the institution (see College Catalog Academic Integrity Policy and NASW Code of Ethics). Any student found to be in violation of the Molloy College Academic Integrity Policy and/or the NASW Code of Ethics may be subject to being counseled out of the social work program.

**Social Work Student Academic/Professional Review**

The profession of Social Work is not for everyone who wants to pursue it, and the Program has an obligation to discourage and deter those few individuals who may be better suited for a different career. In situations where serious student professional disposition issues have been raised, the Department of Social Work has implemented the following Student Review Procedures to address these issues, which may result in a student being counseled out of the Program or other remedial action.

**Procedures:**

1. Students who have been identified by faculty as not meeting requirements in either the academic or behavioral areas are referred to the Baccalaureate Program Director (BPD).
2. The BPD establishes a Social Work Student Review Committee consisting of the BPD or Chairperson, and two faculty members (one of whom is the student’s advisor).
3. A letter is sent to the student who is advised of the fact that she/he is being referred to the committee. The letter will also provide the date, time and location of the meeting, purpose of the committee and meeting, possible recommendations and actions that may occur as a result of the meeting.
4. The student shall appear before the committee to present his/her perspective of the situation which will be reviewed thoroughly by the committee.
5. The Committee then makes one of the following recommendations:
   a. Permit the student to continue in the program under specified conditions that must be met within a stated time period.
   b. Counsel the student out of the program.
6. The student will be notified in writing of the committee’s decision.

Please note that the decision of the Student Review Committee is final.
Molloy College Department of Social Work
Student Review Process

• Students progress through the process of student evaluation which begins with the formal admission to the social work program. Admission must occur by the Fall Semester of the Junior Year.
• Students who are unable to meet academic/professional competencies will be subject to a Student Review, which will determine a course of action (see below) and may result in being counseled out of the social work program.
• Student Reviews will be facilitated by the Student Review Committee (SRC). Members of the SRC are: Baccalaureate Program Director or Chairperson and 2 faculty members (one of whom is the student’s advisor).

NOTE: Poor academic performance or Mid-Semester Deficiency Notices may be addressed any time during the academic year.

This process denotes ongoing student assessment: when deemed necessary, a student may be required to meet with and discuss their academic/professional growth and progress within this evaluation process.
**Selected Bibliography** (see senior year course outlines for additional recommendations)


Appendix A

Senior Year Course Descriptions
Generalist Practice II

Generalist Practice II is the second semester of a three-semester continuum (i.e., SWK 351, SWK 452 and SWK 453). Co-requisites for Practice II course is SWK 460 and SWK 464, as students will simultaneously in field internships and the Capstone course. The professional social work competencies that will be focused on in SWK 452 are listed below. All students are expected to demonstrate their competency levels in their responses to: integration of theory and practice from classroom learning, assigned readings, class participation, written assignments, intervention skills in working with groups and families, and formal tests.

Generalist Practice III

This third course of the generalist practice sequence focuses on macro perspectives of generalist social work practice. Students will develop an understanding of the internal and external factors that influence the provision of social work services within multiple settings. With a focus on facilitating service delivery at the agency, organizational, and community levels, this course considers the various professional social work roles and such as program developer, administrator, community organizer and advocate. Students will continue the integration of theory into practice through a range of macro practice assignments. Students will have opportunities to utilize experiences from their field education sites to enhance the course’s learning outcomes. Prerequisite: SWK 452; concurrent field education required.

Integrative Seminar

This weekly seminar course is taken in conjunction with a 420 hour field education internship. Field education hours are completed during the fall, intersession and spring semesters. Field education requires students to practice under MSW-level supervision. The internship and seminar course allows students to acquire various competencies in social work practice and to apply conceptual and theoretical knowledge to practice.

Social Work Senior Capstone Course I and II

First Semester

This first part of the capstone course is taken in the fall semester of the senior year of the baccalaureate social work program. Students are asked to reflect upon and evaluate their capacity to integrate social work values, knowledge, and practice skills in the performance of their professional roles. The course will facilitate the construction of a practice evaluation research project based on a single subject design that demonstrates the growth and development of the student as a baccalaureate level social work professional. The fifteen competency areas expressed in the foundation curriculum of the program will guide the reflection and evaluation. Requisite requirements: students must take the capstone course concurrent with SWK 452 Practice II and SWK 460 Field Instruction I. (Social Work Majors only).

Second Semester

This semester is a continuation of the previous semester. Prerequisite: SWK 464. Requisite requirements: students must take the second capstone course concurrent with SWK 453 Practice III and SWK 461 Field Instruction II. (Social Work Majors only). A Poster Presentation held in the later part of the Spring Semester will provide students with the opportunity (1) to display the results of their practice evaluation research project and (2) to demonstrate competency in the professional learning outcomes identified in the program objectives and field evaluation. Students will submit a written literature review in addition to the orally presented poster presentation. This course correlates to four academic credits and needs to be viewed as part of the overall field education experience. It is part of an 8-credit per semester senior field/capstone experience.
Appendix B

Competency-Based Learning Plan Agreement
**MOLLOY COLLEGE**  
**FIELD EDUCATION – LEARNING AGREEMENT**

*Instructions:* In the shaded area under each of the ten competencies, the intern and field supervisor will identify a minimum of two learning activities. Please add additional space if needed. Plan to complete this agreement within the first month of the internship, knowing that your time and experience together will provide further insight into additional tasks for learning opportunities.

Student: ______________________________              Date: ______________________________
Field Supervisor: ____________________________    Faculty Liaison: ______________________________

<table>
<thead>
<tr>
<th>Competency #1 - Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Identify as a professional social worker &amp; conduct oneself accordingly</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Opportunities and Student Activities to Achieve Competency #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advocate for client access to the services of social work</td>
</tr>
<tr>
<td>2. Practice personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td>3. Attend to professional roles and boundaries</td>
</tr>
<tr>
<td>4. Demonstrate professional demeanor in behavior, appearance, &amp; communication</td>
</tr>
<tr>
<td>5. Commit to personal and professional growth</td>
</tr>
<tr>
<td>6. Use supervision and consultation</td>
</tr>
</tbody>
</table>

22
### Competency #2 – Ethics

*Apply social work ethical principles to guide professional practice*

<table>
<thead>
<tr>
<th>Learning Opportunities and Student Activities to Achieve Competency #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>2. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
</tr>
<tr>
<td>3. Tolerate ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>4. Apply strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
</tbody>
</table>

### Competency #3 – Critical Thinking

*Apply critical thinking to inform & communicate professional judgments*

<table>
<thead>
<tr>
<th>Learning Opportunities and Student Activities to Achieve Competency #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>2. Analyze models of assessment, prevention, intervention &amp; evaluation</td>
</tr>
<tr>
<td>3. Demonstrate effective oral and written communication in working with individuals, families, organizations, communities and colleagues</td>
</tr>
<tr>
<td>Competency #4 Cultural Competency</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Learning Opportunities and Student Activities to Achieve Competency # 4</strong></td>
</tr>
<tr>
<td>1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
</tr>
<tr>
<td>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
</tr>
<tr>
<td>3. Recognize and communicate his/her understanding of the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td>4. View themselves as a learner who engages those with whom they work as informants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #5 Social Justice</th>
<th>Advance human rights and social and economic justice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Opportunities and Student Activities to Achieve Competency # 5</strong></td>
<td></td>
</tr>
<tr>
<td>1. Understand the forms and mechanisms of oppression and discrimination</td>
<td></td>
</tr>
<tr>
<td>2. Advocate for human rights and social and economic justice</td>
<td></td>
</tr>
<tr>
<td>3. Engage in practices that advance social and economic justice</td>
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</tbody>
</table>
### Competency #6  Evidence Based Practice

*Engage in research-informed practice and practice-informed research*

Learning Opportunities and Student Activities to Achieve Competency # 6

1. Use practice experience to inform scientific inquiry
2. Use research evidence to inform practice

### Competency #7  Person In Environment

*Apply knowledge of human behavior and the social environment*

Learning Opportunities and Student Activities to Achieve Competency # 7

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
2. Critique and apply knowledge to understand person and environment
### Competency #8  Policy

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

<table>
<thead>
<tr>
<th>Learning Opportunities and Student Activities to Achieve Competency # 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
<tr>
<td>2. Collaborate with colleagues and clients for effective policy action</td>
</tr>
</tbody>
</table>

### Competency #9  External Factors Impacting Practice

*Respond to contexts that shape practice*

<table>
<thead>
<tr>
<th>Learning Opportunities and Student Activities to Achieve Competency # 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services</td>
</tr>
<tr>
<td>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
</tr>
<tr>
<td>Competency #10 Practice Skills</td>
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<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Learning Opportunities and Student Activities to Achieve Competency # 10</td>
</tr>
</tbody>
</table>

(A) Engagement

*Engage with individuals, families, groups, organizations, and communities*

1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

2. Use empathy and other interpersonal skills

3. Develop a mutually agreed-on focus of work and desired outcomes

(B) Assessment

*Assess individuals, families, groups, organizations, and communities*

1. Collect, organize, and interpret client data

2. Assess client strengths and limitations

3. Develop mutually agreed-on intervention goals and objectives

4. Select appropriate intervention strategies
### (C) Intervention

*Intervene with individuals, families, groups, organizations, and communities*

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>Initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td>2.</td>
<td>Implement prevention interventions that enhance client capacities</td>
</tr>
<tr>
<td>3.</td>
<td>Help clients resolve problems</td>
</tr>
<tr>
<td>4.</td>
<td>Negotiate, mediate, and advocate for clients</td>
</tr>
<tr>
<td>5.</td>
<td>Facilitate transitions and endings</td>
</tr>
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</table>

### (D) Evaluation

*Evaluate work with individuals, families, groups, organizations, and communities*

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>Critically analyze, monitor, and evaluate interventions</td>
</tr>
</tbody>
</table>
Appendix C

Supervision Log
Appendix D
Attendance Record
Appendix E
Process Recordings Formats:

CSWE Competency-Based Format
Traditional Column Format
Narrative Format (Micro)
Narrative Format (Mezzo)
Narrative Format (Macro)
**TRADITIONAL COLUMN FORMAT PROCESS RECORDING**

**Individuals present** (Initials or 1st name only for client): _______________________________ Date: ________________

**Preparation/Objectives** (Note concerns, clients agenda, etc.)

_________________________________________________________________________________

_________________________________________________________________________________

**Student Comments/Questions**

<table>
<thead>
<tr>
<th>Student Comments/Questions</th>
<th>Verbatim Account</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Impressions** (Reflect on the meaning of the events as described; critique your interactions/interventions both areas of strength and areas needing improvement or clarification)

**Planning – Short and Long Range Goals** (The student thinks ahead projecting both immediate and long range goals for himself/herself and the client. Specific tasks are identified for the achievement of each goal).

**Questions for Supervision** (The student takes initiative for his/her own learning, raising specific questions about dynamics, procedures or resources, etc.)


Suggested Narrative Format*
Individual Client Process Recording

Client’s Initials _________________   Date of Contact ___________________________

Student Name ___________________________   Date of Supervisory Session _______________


Pre Engagement (Describe what was done to prepare for client contact – reviewed paperwork, called client, spoke with referring agency, etc.)


Engagement (Provide a verbatim account of the client/student interaction. Be sure to include your thoughts and feelings in italics)


Plans for Future Action (Discuss your plans for follow up, including tasks for student and client)


Questions for Supervision (Based on the issues written in this recording and your critical reflection, identify concerns for your next supervision session)

This format can be used as an alternative to the traditional “column” format. It allows the student to construct a narrative, highlighting their reactions and concerns by using italics. Students should number each line so the field instructor can give feedback on portions of the recording as needed. Students using this format can request an electronic version of this template.

L.Z. Newland, Ph.D.
9/07
Suggested Narrative Format
As a Group Process Recording

Student Name:___________________________   Date of Supervisory Session:____________________

..............................................................................................................................................................................................

Heading:
Name of Group
Session Date
Session #
List those who attended and who were absent

Pre-engagement comments:
Describe the planning that you have done prior to group meeting; include contacts, advocacy, etc.

Narrative:
Provide a narrative of group discussion, themes and process; include worker interventions thoughts, and reactions. This is not a verbatim report, but a description of the interactions both verbal and non-verbal.

Impressions:
Provide your retrospective thoughts about the meaning of this group session and the process. Reflection of the process enables you to develop and deepen awareness of the latent content, assess the process, and progress (or lack of it) of individual member and the group as a whole.

Plans:
Provide information on future plans, which focus on the worker, members and group as a whole.

Questions:
Provide questions that cam up for you in an honest and self-reflective way, taking initiative for enriching professional group work skills. These questions should contribute to the supervisory agenda, and the richness of your learning experience.

Lois Carey, Ph.D.
Revised 9/07
Suggested Narrative Format
Macro Practice Process Recording*

Task/Assignment Name: ________________________________ Date: ________________

Student Name: ________________________________ Date of Supervisory Session: ________________

Description of the task/assignment (Describe the context of the assignment, including specific goals and expectations)

Action Plan (Provide a statement on the steps or activities that are needed in order to complete the task/assignment)

Obstacles (Address your initial thoughts about anticipated problems or areas of concern)

Assessment of Progress (Discuss your progress achieved to date and summarize the completed tasks and tasks requiring follow up)

Questions for Supervision (Based on the issues written in this recording and your critical reflection, identify concerns for your next supervision session)

*This format can be used for assignments such as committee meetings, program development efforts and community outreach. It allows the student to analyze the process and content of a macro level assignment. Students should number each line so the field instructor can give feedback on portions of the recording as needed. Students using this format can request an electronic version of this template.

L.Z. Newland, Ph.D.
9/07
Appendix F
Mid-Semester Deficiency Report
DEPARTMENT OF SOCIAL WORK  
MOLLOY COLLEGE  
MID-SEMESTER DEFICIENCY REPORT  
FOR FIELD EDUCATION  

☐ Fall ☐ Spring 20___

Student’s Name______________________________________________________

Agency: ____________________________________________________________

Supervisor:__________________________________________________________

Faculty Advisor:______________________________________________________

The following note areas of concern in field education:

☐ Meeting agency documentation requirements [ ]

☐ Meeting assignment deadlines/time management [ ]

☐ Process recordings [ ]

☐ Preparation of weekly supervision/appropriate use of supervision [ ]

☐ Professional self-awareness [ ]

☐ Professional appearance [ ]

☐ Working independently and/or as part of a team [ ]

☐ Writing Skills [ ]

☐ Lateness/Absence [ ]

☐ Other ________________________________ [ ]

Comments to student

Plan of action to correct area of deficiency

Date ___________________________ Signature of Students

Date ___________________________ Signature of Field Instructor

Date ___________________________ Signature of Faculty Advisor
Appendix G

Field Education Student Evaluation
(to be completed by supervisors at the end of the Fall and Spring semesters)
Appendix H

Basic Abilities Policy
Basic Abilities Necessary to Acquire Professional Skills

1. **Communication Skills**
   Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.
   a. **Written:** Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and complete adequately all written assignments as specified by faculty.
   b. **Oral:** Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the learning objectives of field education, as specified by faculty and supervisors.

2. **Interpersonal Skills**
   Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These dispositions include, in part, being responsible, mature, trustworthy, open-minded, flexible, self-reflective, ethical, and interpersonally related. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

3. **Cognitive Skills**
   Exhibits capacity to acquire social work knowledge and the ability to apply such knowledge to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research – including knowledge and skills in engagement, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

4. **Physical Skills**
   Exhibits sufficient motor and sensory abilities to attend and participate in class and field education with or without accommodations. (See section on Accommodations for Disabilities for clarification.)
Accommodations for Disabilities
No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the Department of Social Work. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation to provide equal opportunity to meet academic criteria for professional behavior and academic performance.

Any otherwise qualified student with a protected disability who would like an accommodation must notify the DSS/STEEP Office, Casey Building, Room 011 at 516-323-3315 and provide that office with disability-specific documentation as determined by that office. DSS/STEEP program makes recommendations for accommodations, which are then communicated to instructors.

Prior History of Conviction/Legal Issues
If a student has a record of felony conviction(s), or of misdemeanor conviction(s), this may impact a student’s ability to practice professional social work. The Department of Social Work at Molloy College does not conduct background checks regarding prior convictions however, students may be asked for permission to conduct background checks and may be asked for fingerprinting, during the field placement process if that is the policy of the internship agency.
In addition, The New York State Education Department (NYSED) reviews history of criminal conviction in determining whether to issue a license to practice social work. NYSED is the granting body for social work licensure. If you have any questions about this process, you can contact them directly at op4info@mail.nysed.gov or 518-474-3817.

I have read and understand the skills required of all social work students at Molloy College.

Print Name ___________________________ Date _________________

Signature

Advisor Signature ___________________________ Date _________________

Chairperson Initials ___________________________ Date _________________

Taken from the California State University, San Bernardino BASW Student Handbook (2013-2014)
Appendix I

Administrative Form # 1

Application for Field Education
Molloy College Department of Social Work
Application for Field Education

Student Name: ______________________________________          __________________________________________
Last                                                                  First
Gender:  □ Male       □ Female       Date of Birth: _________________

Current Address: Street: _________________________________________________________________
City: _______________________________   State: ___________  Zip: __________
Phone: (       )__________________________ (   ) Mobile   (   ) Home
Other Phone: (       )__________________________ (   ) Mobile   (   ) Home
Molloy Email: ____________________________________________________________

Do you plan to submit an Application for Work/Study?  (   ) Yes    (   ) No

Which county/borough would you prefer for your internship?

1st preference: ________________________________
2nd preference: ________________________________

Will you have a car to drive to placement?  ___Yes    ___No

If you will not have a car, please list the communities most accessible to you through public transportation:
________________________________________________________________________________________________________________________

SWK 460/461: Field Instruction in Social Work I and II (Integrative Seminar)

Please indicate your intention to enroll in _____ Day  or _____ Evening  Seminar Class.

NOTE:   Seminar enrollment is capped at 10 students per section. Therefore, students may be closed out of their initial choice. Students employed full-time will be given enrollment priority for evening seminars.

ACKNOWLEDGEMENT: My signature below acknowledges that I have been informed that students are REQUIRED to register for the same section of seminar class during the Fall and Spring semesters.

___________________________________________________________
Students are required to complete 420 hours in field education for the academic year. This is usually accomplished by spending 14 hours each week in a field education site. Many field education sites are not open with social work supervision after 9pm. Most settings that offer weekend hours may offer them on an abbreviated schedule such as 10:00 am – 3:00pm. Since field education sites offering evening and weekend hours are few, priority is given to students who work full-time day schedules (i.e. M-F 9-5) Generally, these sites require mature students with some previous human services experience who can function more independently. In these circumstances, every attempt is made to secure a suitable learning environment.

Please indicate below the days and hours you will have available to complete your 14 hours for field each week.

<table>
<thead>
<tr>
<th>Day</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>(Plan to complete your hours during the other days of the week since Sunday is rarely available.)</td>
<td></td>
</tr>
</tbody>
</table>

Are you able to communicate in languages other than English? ( ) Yes ( ) No

If yes, indicate which language(s) ____________________________________________________________

Do you have any health concerns* that need to be considered in your field placement process? ( ) Yes ( ) No – if yes, please discuss this at your field interview.

*Please note that all part time students must have proof of health insurance coverage on file with the Director of Field Education

*If you have a qualified disability, registration with the Office of Disabilities Support Services (DSS) will insure that you receive accommodations.
SWK 350 Professional Encounter -- If you were or are enrolled in this course, please complete the following information regarding your experience:

Location:  ____________________________________________________________________________________________

What experiences did you find most helpful for your learning while completing this course:
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Please complete your application by adding any information about yourself (academic or personal) that might help with your field placement process.
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
Appendix J
Administrative Form # 2

Application for Work/Study Placement
Molloy College
Department of Social Work

Application for Work/Study Field Placement

Please submit this form in duplicate!

This application is for students who are interested in using their current job in Social Work as their field instruction site. To be considered for a work/study:

1. The student must have been employed by the agency for at least six (6) months;
2. The agency must be willing to reassign the student for the hours of the placement to a different job (this could be a different unit, different population, different tasks within the same unit); and
3. The agency must be willing to assign a different supervisor to supervise the student’s educational job experience.
4. The supervisor must possess an MSW, have at least 3 years post-MSW experience, and have completed or be willing to complete simultaneously the Seminar in Field Instruction (SIFI).

All applications will be reviewed and the director of the agency will be contacted for verification of the work/study plan. The Field Instruction Department reserves the right to determine if your request is educationally sound.

Name (please print)_________________________Social Security #____________________

Agency Name:_________________________Agency Phone:_____________________

Department where you currently work (if applicable)___________________________________

Address where you currently work:__________________________________________________

City, State, Zip_________________________Start Date of Employment___________________

Agency Director*_________________________Director’s Phone________________________

Have you discussed this work/study plan with your Director? Yes No
(If not, please do so. The Director is required to sign the attached sheet for approval, and will receive the Agreement from the Department of Social Work)

*Please list the Educational Coordinator of the agency’s field work program, if one exists. If there is no educational coordinator, list the Director of the Agency or the person who would have final approval of the planned arrangement.
Work Study Proposal

This Field Work Proposal should be developed jointly and signed by the student and the agency person responsible for coordinating field placements.

A. Describe the student’s current regular work assignment and duties.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B. The practice component of the approved placement hours must be new work. Explain specifically how the student’s practice assignments will be different from the current work assignment. (Attach an additional page if necessary).

Difference can include, but is not limited to:
   1. Placement in a different unit of the agency
   2. Different clients and different type of clients (explain how they are different)
   3. Different mode of intervention, e.g., individuals, groups, families, communities, or organizations.
   4. Other new activities, such as developing a new service or outreach.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How many hours will the student be doing field instruction weekly? __________

C. Proposed newly assigned field instructor:
   1. Name____________________  Phone #____________________
   2. Post MSW practice experience (3 years minimum) ________ years
   3. Has taken the Seminar in Field Instruction  Yes  No  (If “no”, you will be required to take it while providing field instruction to the student.)
      (If “yes”, where and when did you take it?)
      SIFI completed at (School) __________ Year __________
   4. Will be able to provide one hour per week of supervision:  Yes  No

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature_________________________________________________________    Agency Representative Signature

Date Signed:__________________________

Title__________________________

Telephone #__________________________

To whom (agency personnel) and to what address should we mail back the approved, signed agreement:__________________________
For Field Instruction Department Use Only

Are new assignments sufficient for the placement hours requested?  Yes  No

Modifications to the proposal agreed to in conference prior to acceptance:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Modifications discussed with________________________ at agency.

Proposal Accepted as Submitted:____  Proposal Accepted as Modified:____

Proposal Rejected:______  Reason(s)__________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Coordinator____________________  Date____________________

Placements approved will be for the full academic year. Students are not guaranteed approval for changes due to alteration in their employment status.

Revised 9/07
Appendix K
Administrative Form # 3

Agency Placement Request Form
FIELD EDUCATION - AGENCY PLACEMENT REQUEST FORM

Date: ________________  __ New Agency to Molloy

Agency Name: __________________________________________________________________

Division/Department/Program: ____________________________________________________

Address: _______________________________________________________________________

Number                     Street                                                                                       City                                      Zip Code

Agency Phone: _____________________________     Agency Fax: ____________________

Agency Director: __________________________________________________________________

Name                                                                               Phone                                           Email

Educational Coordinator: _________________________________________________________

Name                                                                               Phone                                           Email

Field Instructor – Lic #    Phone    Email    SIFI Seminar Completed?    New to Supervising Molloy Students?

____ No    ____ Yes    ____ No    ____ Yes

____ No    ____ Yes    ____ No    ____ Yes

____ No    ____ Yes    ____ No    ____ Yes

Agency Description:  Briefly describe the function of your agency, the setting and the population served.

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

Auspices of Agency:     ____ Private, Nonprofit     ____ Private, For profit     ____ Public     ____ County

____ State

____ Other (specify) __________
Scheduling:
What days and hours is the agency open? 

Are student assignments possible during evenings and/or weekends? ____ Specify:

Please specify if it is essential that the student be present in the agency on a particular day (e.g. team meetings) or during specific hours:


Language:
Please indicate language(s) preferred or required, if any: _________________

Does your agency require any of the following?

<table>
<thead>
<tr>
<th>Physical exam</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, can agency provide exam?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, is a prior exam acceptable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How recent?(months)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Tests/immunizations:                      | No | Yes |
| PPD/TB, Rubella, Measles, Chicken pox, Other: |    |     |
| If yes, please specify:                   |    |     |

| Fingerprint                               | No | Yes |
|                                          |    |     |

| Child abuse clearance                     | No | Yes |
|                                          |    |     |

| Criminal background check                 | No | Yes |
|                                          |    |     |

| Certificate of insurance                  | No | Yes |
|                                          |    |     |

| Other                                     |    |     |
|                                          |    |     |

Fields of practice: Please check the ONE category that best describes this placement site.

<table>
<thead>
<tr>
<th>Aging, Gerontological social work</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol, drug, or substance abuse</td>
<td>Mental health/community mental health</td>
</tr>
<tr>
<td>Child welfare</td>
<td>Rehabilitation</td>
</tr>
<tr>
<td>Corrections/criminal justice</td>
<td>School social work</td>
</tr>
<tr>
<td>Developmental disabilities</td>
<td>Social services</td>
</tr>
<tr>
<td>Family services</td>
<td>Other</td>
</tr>
<tr>
<td>Group services</td>
<td></td>
</tr>
</tbody>
</table>

Specialization: Check all that apply.

<table>
<thead>
<tr>
<th>Adolescent/Pregnancy</th>
<th>Dual Diagnosis/MICA</th>
<th>LGBTQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alzheimer’s/Dementia</td>
<td>Eating Disorders</td>
<td>Physical Disability</td>
</tr>
<tr>
<td>Cognitive/Behavioral Treatment</td>
<td>HIV/AIDS</td>
<td>Trauma</td>
</tr>
<tr>
<td>Crisis Intervention</td>
<td>Homelessness</td>
<td>Vocational</td>
</tr>
<tr>
<td>End of Life/Palliative Care</td>
<td>Immigrant Populations</td>
<td>Other (specify)</td>
</tr>
<tr>
<td></td>
<td>Legal Processes &amp; Systems</td>
<td></td>
</tr>
</tbody>
</table>
**Types of assignments:**

<table>
<thead>
<tr>
<th>Advocacy, client</th>
<th>Crisis intervention</th>
<th>Lobbying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy, legal</td>
<td>Education, training</td>
<td>Needs assessment</td>
</tr>
<tr>
<td>Assessment</td>
<td>Fundraising, grant writing</td>
<td>Outreach</td>
</tr>
<tr>
<td>Case management</td>
<td>Group work</td>
<td>Policy practice/analysis</td>
</tr>
<tr>
<td>Community organizing</td>
<td>Home visits</td>
<td>Program development</td>
</tr>
<tr>
<td>Concrete services</td>
<td>Information referral</td>
<td>Research/data collection</td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td>Resource Development</td>
</tr>
<tr>
<td>Other (please describe)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Agency Accommodations** (Check all that apply):

<table>
<thead>
<tr>
<th>Physical facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private student office</td>
</tr>
<tr>
<td>Shared student office</td>
</tr>
<tr>
<td>Individual desk</td>
</tr>
<tr>
<td>Confidential interviewing area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private phone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secretarial support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared secretary support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special education opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice training</td>
</tr>
<tr>
<td>Seminars</td>
</tr>
</tbody>
</table>

How many Molloy College Social Work BSW students can you accommodate each year? ____

**Affiliation Agreement/Contract:**

Do you have an existing affiliation agreement or memorandum of understanding with Molloy College Department of Social Work? ____ Yes ____ No ____ Not sure

Please return this form to Dr. Lisa Zakiya Newland, Director of Field Education lnewland@molloy.edu or by fax to (516) 323-3885
Appendix L
Administrative Form #4

Agreement for Completion of Field Education Hours
MOLLOY COLLEGE  
DEPARTMENT OF SOCIAL WORK  
FIELD EDUCATION  

CONTRACTUAL AGREEMENT FOR COMPLETION OF HOURS  

Students who have not met the required practicum total of 420 hours by the Field Evaluation due date must agree to and sign the following statement:  

Student Name: _____________________________________________________________  

As of __________, __________, __________ I have completed _____ hours.  
Month Day Year  

I will continue to work at the practicum site until I have completed the remaining __________ hours. My anticipated date of completion is _________________.  

This arrangement has been developed with the approval of the faculty liaison, field instructor and the Director of Field Education as noted in the signatures below.  

Student signature: ______________________________________ Date:________________  

Faculty Liaison signature: __________________________________ Date:________________  

Field Instructor signature: __________________________________ Date:________________  

Director of Field Education: __________________________ Date:________________