



**DEPARTMENT OF SOCIAL WORK
FIELD EDUCATION MANUAL
2026-2027**

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Overview of Field Education

Field Education at Molloy University 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.

The field education experience at Molloy University connects theoretical and conceptual content of the classroom with the practice settings. Aligned with the CSWE's aims, the field setting allows students to apply human rights principles to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Internships provide students with the opportunity to develop skill in the CSWE's nine core competencies with all systems levels: individuals, families, groups, organizations, and communities (3.3.1). Grounded in the value of field as the "signature pedagogy", the social work program is focused on the two interrelated components of curriculum—classroom and field—as they both contribute to the development of the requisite competencies of professional practice.

The Field Education Manual outlines policies, procedures and expectations for students, field supervisors, practicum instructors, the Director of Field Education, the Social Work Program and Molloy University. All aspects of field education outlined in this manual are aligned with the expectations of the CSWE EPAS 2022.

The following titles are used at Molloy University to designate the assigned roles:

Field Supervisor – supervisor at field placement site

Practicum Instructor/field liaison – Faculty/department member facilitating the practicum course and conducting site visits

Director of Field Education – oversees all aspects of field education

Department of Social Work Mission Statement

At Molloy University, dedicated social work faculty create interactive responsive, educational pathways that extend beyond traditional learning environments. The program promotes professional values and the application of theoretical, evidence-based knowledge and skills, fostering a comprehensive understanding of the complex dynamics that contribute to human well-being. Through transformative education, students are equipped to address social issues at the local, regional, and global levels for historically marginalized populations. In partnership with diverse client systems, they serve as advocates and advance equity, inclusion and belonging. The social work program cultivates generalist practitioners to serve as change agents and actively challenge social, racial, economic, and environmental injustice.

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:

- 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.
- Identify ethical dilemmas and engage in ethical decision-making processes to resolve them.
- Apply an in-depth understanding of various sources of knowledge to relevant practice issues.
- Engage in ADEI approaches and practices with diverse populations.
- Apply skills of engagement with individuals, families, groups, communities, and organizations
- Adopt a practice mindset that acknowledges client systems as key informants in the assessment process and considers the environmental, systemic, cultural, and technological influences that shape the experiences of individuals, families, group, organizations, and communities.
- Identify the policy, social justice and human rights issues which emerge from practice and develop strategies to address the issues through advocacy.
- Evaluate research for the purpose of informing and enhancing practice.
- Apply knowledge of theoretical and conceptual frameworks to guide practice-based assessment, intervention, and evaluation.
- Understand and analyze the impact of the social, political, and economic environment on service delivery within the field education setting.
- Utilize social work values, knowledge, skills, and self-awareness to competently practice with client systems across the micro, mezzo, and macro practice levels.
- Evaluate intervention practices and outcomes.
- Assess, analyze, and evaluate agency/organization interventions from an outcomes-based lens leading to improvement in practice effectiveness.
- Participate in professional development activities inclusive of, membership in professional associations, educational seminars, and community service projects.

(Course Objectives SWK 4600– 4601 Field Practicums)

The *field practicum* is anchored in the knowledge base of generalist social work practice. Significant emphasis is placed on the professional roles and boundaries of social work; ethical reasoning; critical thinking; focus on human rights and social justice; the importance of difference in providing services to diverse, vulnerable and oppressed client populations; the policy and other external contexts of services; the application of evidence-based practice; the demonstration of effective oral and written communication in working with client systems; understanding and utilizing conceptual frameworks to guide the processes of assessment, intervention and evaluation; and the function of social workers in the engagement, planning, intervention, and evaluation phases of planned change.

It is the objective of the Field Practicum courses to focus on practice skill development and competence for generalist social work practice. This will be achieved through interactive professional skills training via the utilization of process recordings, group supervision, role plays, and student presentations. The Practicum will provide multifaceted opportunities for experiential learning and the development of increased levels of the essential social work practice skills within the nine competencies. Practice competencies of engagement, assessment, intervention, and evaluation with vulnerable client systems including individuals, families, groups, organizations, and communities will be a primary focus of the Field Practicum. Both the field education settings and the field practicum are guided by the CSWE's EPAS as designated below.

CSWE Competencies and Practice Behaviors

2022 EPAS Educational Policy and Accreditation Standards

Competency #1: Demonstrate ethical and professional behavior

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- b. Demonstrate professional behavior, appearance; and oral, written, and electronic communication;
- c. Use technology ethically and appropriately to facilitate practice outcomes; and
- d. Use supervision and consultation to guide professional judgment and behavior.

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- a. Advocate for human rights at the individual, family, group, organizational, and community levels; and
- b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

- a. Apply research findings to inform and improve practice, policy, and programs; and
- b. Identify ethical, culturally informed, anti-racist and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency #5: Engage in Policy Practice

- a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services; and
- b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

- b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with an on behalf of clients and constituencies.

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

- a. Select and use culturally responsive methods for evaluation of outcomes; and
- b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Taken from CSWE's Educational Policy and Accreditation Standards, EPAS 2022

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 various 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 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 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 integrated practice across micro, mezzo, and macro levels. The concurrent educational model utilized by Molloy University means that students are enrolled in practice coursework while completing field education. Students complete all of their practice courses prior to their first semester in the field. Opportunities for group experiences in the first semester and organizational/community experiences in the second semester greatly enhance the integration of theory and practice. Field supervisors are encouraged to develop learning assignments that are consistent with generalist practice.

Concurrent Model - Molloy University uses the concurrent placement model for field education. Students remain in one setting for both semesters of their senior year. Completion of the total 400 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 Practicum - A weekly practicum (SWK 4601-4611) facilitated by the practicum instructor/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. To promote the continuity and coordination of learning, students will be required to enroll in the same integrative seminar section for both semesters.

Practicum Instructors/Faculty Liaisons

At Molloy University the practicum instructor is also the field liaison. The practicum instructor is responsible for submitting the final grade each semester. The practicum instructor 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' practicum 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 to address and facilitate the objectives for field education.

Director of Field Education

The Director of Field Education is a full-time faculty member with the primary responsibility for coordinating the field placement process and administering 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 Director of Field Education 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 University 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.

Preparation for Field Education

The Placement Process for Students

1. In the second semester of the junior year, faculty evaluate students to determine their appropriateness for field education. This occurs during the Field Education Pre-Placement Faculty Review. Academic performance and/or professional development concerns are discussed during this review process.
2. Students who are not deemed eligible for field education are referred for a Student Review Meeting to pursue other options for their undergraduate education.
3. Students who are deemed eligible for field education submit resumes and complete the Application for Field Education (see Appendix X) and the self-assessment of their professional dispositions.
4. An interview with the Director of Field Education is conducted to discuss feedback from the above-mentioned documents and processes. The interview also explains expectations for field education inclusive of scheduling requirements, populations and practice issues that are of interest to the student and issues related to the learning environments associated with field education.
5. Following the interview, the Director of Field Education recommends a field education site.
6. 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.
7. If the interview results in acceptance by the field education site, the placement is confirmed through the Director of Field Education.
8. If the interview results in concerns by the supervisor or student, the Director of Field Education will evaluate the need to pursue other options. These options may include additional meetings with the students to provide feedback or recommending another field education site.
9. Many field education sites have requirements which must be completed prior to beginning field education. Orientation, identification processing, background checks, fingerprinting, immunizations, and medical clearance are mandated by some settings. Students must ensure that they meet these requirements.

Placement in Employment Setting

A student may complete a special application for placement in their employment setting (see Appendix Y, Application for Work/Study Field Placement). Employment-based field placements refer to a field placement that is arranged for a student at a site where the student also works. These types of field placements follow strict guidelines to ensure learning can take place. The achievement of learning, attainment of social work competencies, and overall educational objectives is the central focus involved in the consideration of an employment-based field placement proposal.

Setting Requirements

If a student wishes to request a field placement in which they will be simultaneously employed, the following requirements must be met:

1. The field site must be approved by the Office of Field Education. All required paperwork, as well as a site visit, must be completed prior to the start date of the field placement.
2. The field instructor must be qualified and have an LMSW.

3. The student's field placement must be in a different program than that in which they are employed.
4. The student's field instructor and employment supervisor must be different people.
5. The student's employment hours and field hours must be clearly defined and delineated.
6. The student must have been employed by the field site for minimum of 60-days prior to submitting an employment-based field placement proposal.
7. Students must log the same number of field hours in an employment-based field placement as in a non-employment-based field placement.
8. The focus of the field placement must be on meeting the student's learning and educational objectives. Learning opportunities need to exceed present job skills and knowledge.
9. Field credits will not be granted for previous professional work experience.
10. Retroactive approvals for employment-based field placement proposals will not be granted.

Approval will be based in part on meeting these requirements.

Selection of Field Education Settings

General Requirements – Field education settings and supervisors are selected for their interest in teaching and their ability to provide a student with a supportive learning environment that addresses the needs of a generalist social work practitioner. Organizations requesting social work interns for the first time are required to complete an Agency Placement Request Form (see Appendix Z). This form is reviewed by the Director of Field Education, who in turn contacts the organization to further explore field education opportunities. When potential placements are identified, the Director of Field Education assesses the organization's mission, service delivery, and reputation to see how they align with the social work profession's purpose, values, and ethics as well as the potential for generalist practice learning opportunities. The Director of Field Education shared the learning agreement sample (see Appendix F) which outlines student learning expectations and opportunities aligned with the nine CSWE competencies.

University/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.

Selection of Field Supervisors

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. The Agency Placement Request Form (Appendix Z) identifies the field supervisor qualifications including their educational background, year they obtained their degree, years with the organization, and years in practice. Completion of/or enrollment in the Seminar in Field Instruction (SIFI) is strongly preferred. If a supervisor is unable to enroll in or complete the SIFI course, the social work program provides orientation sessions and education materials to support the supervisor's learning needs. The practicum instructor maintains a close relationship to monitor the supervisory relationship and to ensure compliance with standards for effective supervision.

Expectations of Field Supervisors

- ❖ Participate in orientation for the field supervisor and student.

- ❖ 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.
- ❖ Provide a thorough orientation to the organization by addressing policies, procedures, organizational structure, and mission, safety, lunch hour, notification if student will be late or unable to attend field, etc.
- ❖ Attend supervisors' meetings that gather field supervisors for focused discussion on matters pertaining to field education.
- ❖ Inform students of the organization's safety protocols and monitor student safety.
- ❖ 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 Appendices J-M 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 one process recording 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 practicum instructor at the field site visits.
- ❖ Ensure there is a backup plan for supervision for the student when the field supervisor is not available.
- ❖ Provide the student with appropriate space, equipment, and necessary support to complete assigned responsibilities.
- ❖ Include the student in regular meetings, in-service trainings, and opportunities to practice at the micro, mezzo and macro levels.
- ❖ Provide duties and responsibilities that are appropriate for learning needs which become increasingly demanding and challenging to promote growth.
- ❖ Discuss with the student how their field performance will be evaluated.
- ❖ Meet with the practicum instructor to review and evaluate progress.
- ❖ Bring any concerns related to the field experience to the attention of the practicum instructor or Director of Field Education in a timely manner.
- ❖ Evaluate the student in a thorough and objective manner.
- ❖ Complete the field evaluation each semester.
- ❖ Model best practice and ethical professional behavior.
- ❖ Inform the Director of Field Instruction of any changes in employment status, employment responsibilities, or programmatic changes that will impact your role as field supervisor.
- ❖ At the end of each semester complete the Field Supervisor Assessment of Field Experience (Appendix T)

Benefits for Field Supervisors: The Social Work department recognizes the energy and commitment of our field supervisors by offering up to 12 SW CEUs per supervising year with Molloy's Continuing Education Program. The required 36 hours every three years would be achievable after three years of supervising. As an alternative, supervisors may request a voucher to take one 3-credit course at Molloy at no charge. The voucher may be transferred to another individual at the discretion of the supervisor and is good for two years from date of issuance.

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.

Orienting Field Supervisors

Orientation of field supervisors is an ongoing process. The Director of Field Education facilitates:

- An initial orientation that occurs during summer or winter break dependent on the students' entrance into field where they are provided with an overview of the curriculum, core competencies, student learning expectations, and requirements of field supervisors regarding supervision, documentation, learning agreements, and completion of performance evaluations.
- In-person field education workshop for all current field supervisors in the first week of September or January each year to address updates, questions, and a topic specific to field instruction.
- Distribution of orientation materials via email to field supervisors who did not attend the orientation (power point, handouts, Field Education Manual, etc.) inviting them to seek clarification and ask questions as needed.

Field practicum instructors continue the orientation and education process through email, phone and/or in-person communication by:

- Empowering students to communicate with their field supervisors about their learning needs (practice opportunities, learning expectations, supervision needs, etc.).
- Communicating (email or phone) regarding students' field tasks outlined in the learning agreements (as needed).
- Performing mid-semester site visits (fall and spring) to review student's progress, learning goals, etc.
- Reaching out if concerns about student performance or placement experience arise.
- Follow up when clarification is needed regarding the rating(s)/feedback provided by the field supervisor on the field performance evaluation.

Engagement with Field Supervisors

The Director of Field Education is the primary point of contact with the field setting/field supervisor until students start their placements to:

- Coordinate student placements.
- Communicate information about field expectations, sharing this Field Education Manual and other pertinent information related to field education, and the link between the learning agreement and field evaluation.
- Assist field practicum if/when there are concerns about student performance or field setting learning expectations.

Once a student is placed and the semester has begun, the primary point of contact for field supervisors is the practicum instructor. Contact is made through email, phone and in-person meetings to:

- Introduce themselves and their role.
- Review the learning expectations of the student and the role of the field supervisor.
- Conduct the mid-semester site visit.
- Identify and address any challenges with the student or concerns about student performance.

If an issue arises that requires assistance beyond the scope of the practicum instructor, the Director of Field Education intervenes.

Evaluating Field Supervisor and Field Placement Effectiveness

Field supervisors and field placements are continuously monitored in a variety of ways for effectiveness of student learning that include but are not limited to:

- *The Learning Agreement:* This outlines field setting specific learning opportunities and expectations that align with the nine core competencies and five levels of practice (individuals, families, groups, organizations, and communities).
- *The Weekly Field Practicum:* This allows the practicum instructor to learn the tasks students are performing in their field setting and assess the supervisory relationship and practices.
- *The Mid-Semester Site Visit:* provides an in-person or virtual check-in on student learning and performance.
- *The Field Assessment:* This form is completed by students in the late fall and spring semesters which provides feedback on many aspects of supervisory practices and agency provisions that specify students' ability to integrate classroom knowledge with field experience and provides the practicum instructor with information on student learning activities and supervisory practices. The overall assessment concludes with student recommendation of both the supervisor and the placement setting.
- *The Field Performance Evaluation:* This evaluates student performance and provides an opportunity to assess placement learning opportunities and supervisory performance.

Information from these various sources is used to work with field supervisors to create the most robust learning opportunities and environments. These processes are communicated to the students throughout their field experience during field practicum and other formal/informal ways. Field supervisors are informed about learning and performance expectations during the initial onboarding process, the orientation, the learning agreement, site visit, field performance evaluation and other communication by the practicum instructor and Director of Field Education as needed based on information received.

Student Monitoring, Evaluating, and Grading

Expectations of Students

- ❖ Complete any pre-placement requirements or activities (e.g., volunteer applications, a physical examination, background checks, training, etc.) as specified by the field supervisor and/or field placement organization.
- ❖ Attend the student orientation for preparation for entry into the field.
- ❖ Make an initial appointment with their field 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.
- ❖ Collaborate with the field supervisor in the process of completing the learning agreement.
- ❖ 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 G).
- ❖ Write process recordings (see Appendices J-M), and other types of professional correspondence as part of your professional 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 field practicum by bringing content from the field education experience into the classroom learning environment for processing, problem-solving and support.
- ❖ Participate in site visits as well as maintain ongoing feedback to the practicum instructor.
- ❖ 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 middle of the fall semester.
- ❖ Bring any concerns, questions, areas of confusion or disagreement to the attention of the practicum instructor, 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 practicum instructor. Students must keep copies of all evaluations.
- ❖ Maintain a record of attendance (Attendance Record see Appendix H)
- ❖ Notify the field supervisor AND practicum instructor if you will be late or absent from field.
- ❖ Represent yourself as a social work professional by maintaining appropriate standards of personal appearance (see Field Education Dress Code on page #19).

The faculty practicum instructor/field liaison, in consultation with the field supervisor, is responsible for assigning the student's grade for the field education course.

Grades for field education are based on:

- Consistent attendance and demonstration of professional behavior
- Weekly ongoing supervision and assessment of student growth

- Faculty field liaison's assessment, from process recordings and other materials submitted by the student, of the student's progress and current level of social work practice knowledge and skill.
- Conferences between the practicum instructor, the field supervisor, and the student, which are to evaluate the student's current level of social work practice knowledge and skill, as well as the student's ability to engage in a discussion of their work and their professional development.
- Case and field material presented, shared, and discussed in class which demonstrate the level of social work practice knowledge and skill in all areas of generalist practice.

The table below describes the various methods through which student progress is monitored in field education.

Field Education Documents	Purpose	Frequency of Completion	Completed By	Reviewed/Evaluated By
Attendance Record	to document completed internship hours	Weekly	Student	Practicum Instructor
Supervision Log	to document supervisory contact	Weekly	Student	Practicum Instructor
Process Recordings (Micro, Mezzo and Macro)	to demonstrate generalist practice skills and self-reflection	Weekly	Student	Field Supervisor & Practicum Instructor
Learning Agreement	to outline learning opportunities related to the CSWE competencies and practice behaviors	Annually	Student & Field Supervisor	Practicum Instructor & Director of Field Education
Field Evaluation	to demonstrate learning outcomes as per CSWE competencies and practice behaviors	Once per semester	Field Supervisor	Student, Practicum Instructor & Director of Field Education
Site visit and supervisory feedback	to evaluate student growth in areas of competence per CSWE	At least once a semester	Faculty Liaison & Field Supervisor	Practicum Instructor
Case and field material as demonstrated in class	to evaluate skill development and conceptualization of generalist social work practice	Weekly	Faculty Liaison	Practicum Instructor

Mid-Semester Deficiency Report – About six weeks into the academic semester (see Field Education calendar for exact date), supervisors are asked to submit a Mid-Semester Deficiency Report (see Appendix R) for any students having difficulty. Early identification can allow for adjustments and corrections prior to the end of the semester. This critical intervention is needed to explore solutions and enhance potential for success in field education.

Grade of Incomplete and Failure - According to the policy in the University catalog, the grade of “I” should be given “only in the case of hardship circumstances which, in the judgment of the practicum instructor, warrant special consideration”. For further clarification of this policy, please see the current version of the *Molloy University Undergraduate Course Catalog*.

Some considerations as to receiving a grade of incomplete may be due to:

- ❖ A student is generally in good performance but has not completed a minimum of 175 hours at the end of the first semester (December) or 400 hours at the end of the second semester (May). At the discretion 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 Field Hours Agreement (see Appendix AA) must be on file with the Director of Field Education.
- ❖ Student has not completed all field education requirements.
- ❖ Student has not successfully completed all requirements of the integrative seminar as indicated in the course outline.

In the case of incomplete assignments or field hours, consideration may be given to having the student make-up assignments or hours within the time frame allotted by the registrar’s office before a grade of failure is submitted – at the discretion of the practicum instructor and Director of Field Education and/or review committee. In such cases, the student may be referred to the Student Review Committee.

If a student has not successfully completed first semester field hours and overall performance warrants a grade of failure, the student may be prohibited from continuing in the field in the second semester. In the second semester, the student may be prohibited from graduating with a social work degree.

Practicum Instructor/Faculty Liaison Visits – Prior to the first semester in the field internship, the faculty liaison will coordinate a virtual orientation to field education with both the supervisor and the student present. This initial visit allows the student, supervisor, and faculty liaison to discuss the learning agreement and review expectations. Each semester the faculty liaison will schedule evaluation conferences with the field supervisor and student to conduct an overall assessment of student assignments and progress. 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 S, Field Education Student Evaluation) - a formal written evaluation of the student’s work is to be submitted to the department at the end of the first and second semesters (see Field Education Calendar for the exact dates). The field evaluation is an important assessment of students’ growth and development. A written reflection of the field education experience is submitted by the field supervisor (Appendix T, Field Supervisor Assessment of Field Experience) and the student (Appendices U-First Semester and V-Second Semester, Student Evaluation of Field Experience) at the end of their senior year.

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 submitted, noting the student’s objections. The student should then write their

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 as an addendum to the original evaluation.

Administrative Policies and Procedures

Field Education Days and Hours

Students are required to spend a minimum of 400 hours a year (approximately 200 each semester) in the field. For most students, this will be accomplished through two eight-hour days (with a one-hour lunch break included) 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. If a student is asked to spend time in a field education site prior to the beginning of the field education year for any trainings (see Field Education Calendar), they must remain in the placement until early to mid-May. If a student is requested 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 who will develop a contract stipulating the request for a field extension.

Note: Students requesting evening/weekend internships due to full-time work schedules will be required to plan for sufficient daytime hours to attend staff meetings and engage with daytime staff and organizational operations, as determined by the field education site.

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. It is expected that you will maintain the same level of professionalism in a virtual environment. Consider your clothing as well as your virtual background.

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 settings during the University Thanksgiving holiday, and for one week each during the Winter and Spring vacations. The exact dates of the one-week break are to be worked out with the field supervisor 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 overriding some of the University holidays.

Illness and Other Absences

FIELD ABSENCES:

Despite possible absence due to illness, weather, car trouble, emergencies, etc., students have a professional responsibility to the organization, and the University 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. Students must contact their field supervisor and arrange to make up hours. Your schedule should remain consistent; do not change your schedule of days routinely.

CLASS ATTENDANCE AND LATENESS:

It is the accepted practice at Molloy University that faculty take attendance in all courses. Students should notify faculty if an absence is necessary as the result of a serious situation. Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. In the case of an online or hybrid course, attendance is considered similarly important. Therefore, failure to participate in academic activities in any given week is considered an absence. Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submissions of a required assignment, digital interaction with the professor on an academic topic, and completion of a quiz or exam. Administrative withdrawal results in removal from the course with a grade of “WA” or “WF” determined by the point in the term and the academic performance. Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

In addition, students are considered late for class if they arrive more than 15 minutes after class starting time; please note that for every two classes that you are late, it will be considered equivalent to one absence.

Attendance is mandatory. Please notify the instructor if for any reason you are unable to be in class. Students are responsible for getting any missed work or handouts from classmates.

FIELD & CLASS EMERGENCIES:

Occasionally, the student’s field commitment (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 the field faculty, and the field supervisor. As with the field, it is equally important to contact your practicum instructor and other professors should you be absent from class.

LIFE CIRCUMSTANCES

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. Such life circumstances do not relieve students or faculty of their responsibility to insure the acquisition of professional knowledge and skill development. From time-to-time life circumstances may require a student to repeat a course, to take a temporary leave of absence or delay the completion of their education.

CHANGE IN FIELD PLACEMENT

On occasion, it is necessary to remove a student’s field placement mid-year. This is uncommon, but in this situation, a new field placement is found under the following conditions:

- the field supervisor leaves the organization and there is no other suitable supervisor available
- the learning opportunities are lacking in order for a student to obtain competence in the designated areas of professional development
- there are safety concerns
- a student and field supervisor are engaged in conflict that cannot be rectified with intervention

When this situation occurs, the practicum instructor communicates with the Director of Field Education. If there is a circumstance where support or guidance is needed, the practicum instructor problem solves with the field supervisor or other agency contact/coordinator. If a decision is reached to terminate the field placement, the Director of Field Education will inform the field supervisor or organization and secure a new placement.

Change in Field Supervisor

On the rare occasion when the assigned qualified field supervisor is no longer available in the field setting and, rather than moving a student to a new internship, accommodations are made to ensure the student is receiving the appropriate supervision. In these instances, students receive task supervision by an employee at the field education setting. In addition to supervision from a task supervisor in the field setting, a member of the faculty is required to meet with the student on a weekly basis for supervision to reinforce a social work perspective. Students submit process recordings to this assigned faculty member, and they are reviewed in a weekly designated time of supervision. Students come to their in-person, in-office supervision meeting as an active learner and with a prepared agenda.

Safety and Risk Management

It is the policy of Molloy University 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 settings. Safety procedures should be addressed in the orientation to the agency and revisited throughout the supervisory conferences. Please see the Safety ChecklistA1 (Appendix C) for a complete list of safety protocols and requested review.

Emotional Safety: Students are encouraged to express and process their thoughts, emotions, and experiences of unsafe situations with their field supervisor, or another member of the field setting (if the field supervisor is not immediately available) and department personnel without fear of retaliation or blame. Students are encouraged to bring their emotional concerns to their faculty advisor, practicum instructor, Director of Field Education, or field supervisor: to whomever they feel comfortable. If their emotional experience is assessed as traumatic, a student may either be referred to the school counseling center and/or removed from their field placement.

Physical Safety: The field setting should encourage and enforce safe working conditions, implement safety policies, and use risk assessments to ensure the least physical risk to employees and students when engaging with clients. Students should be encouraged to voice their concerns if safety concerns arise.

Legal Decisions clearly place responsibility for the student supervisee's actions directly on the field supervisor. Referred to as vicarious liability, imputed negligence, and *respondent superiore*, the supervisee/student 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. 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 middle of the first 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 Workers. Visit www.naswnys.org click on Course on the Identification and Reporting of Child Abuse and Maltreatment.

Transportation Parameters – Some field education settings require the student to use their personal car for practice related travel i.e., meetings, training sessions, etc. It is the policy of Molloy University to limit student driving to this use only. Students MUST NOT transport clients for any reason in their personal or the organization's vehicles.

Home Visits – students are not permitted to visit alone with clients in their home. Home visits require accompaniment by a colleague, preferably a social worker.

Medication Management – Some field education sites work with clients who are on medical or psychiatric medication. Students ARE NOT able to deliver, transport, or disseminate medications.

University/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.

Molloy Safety Concern Links - Molloy University addresses safety concerns through various policies.

This includes:

- *Sexual Harassment* - <https://www.molloy.edu/about/administration/office-of-compliance/university-wide-policies/human-resources-policies/sexual-misconductpolicy#:~:text=The%20University%20will%20not%20tolerate,or%20related%20misconduct%20prohibited%20by>
- *Emergency Notification System* - <https://www.molloy.edu/student-life/student-affairs/public-safety/rave-emergency-notifications>
- *Emergency Closure Procedures* - <https://www.molloy.edu/about/administration/human-resources/documents/hr.320.emergency-closing-essential-staff.pdf>
- *Emergency Guidebook* – this has policies on Molloy’s emergency notification system, active shooter, crime reporting, evacuation psychological emergencies, medical emergencies, stalking, sexual misconduct and Title IX, etc. <https://www.molloy.edu/student-life/student-affairs/public-safety/guidebook.pdf>

The information above is available on Molloy University’s website and links are also provided on the Student Social Work Sandbox Canvas page.

Procedures:

When a student reports an unsafe field related incident or feeling, the field supervisor and practicum instructor will meet with the student to discuss the situation and potential resolution. This can include, a review of the organization’s safety policy and procedures; assessment of the action the organization took to respond to the incident; any policy or procedural changes needed by the organization due to the incident. Field settings that are deemed unsafe will not be contracted or continued. This includes a lack of safety policies and procedures; not following established policies and procedures if an unsafe situation occurs; retaliation against employees or students when reporting concerns or unsafe incidents. If a student continues to have concerns about safety, the practicum instructor and Director of Field

Education will determine if a change of placement is required. A written record will be placed in the student's file and the student may be referred for counseling services.

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. Therefore, professional characteristics have been identified in the Molloy University Department of Social Work as "*professional dispositions*" (see Appendix BB, Evaluation of Professional Dispositions). 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. Adequate Academic Performance: Program requirements for social work majors are listed as follows:

- Students may not earn more than two grades of 'C' in Social Work courses
- Students may repeat a Social Work course (SWK) with a grade of 'C-' or less, one time only per course; a maximum of 2 social work (SWK) courses can be repeated (only once per course) while in the social work program
- Students who earn a third grade of 'C' or lower in SWK courses, will be dismissed from the program
- Students may withdraw from the same social work course no more than one time and no more than two withdrawals from SWK courses, are permitted in the program

2. 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 the responsibility for protecting the integrity of the profession and the institution (see University Catalog Academic Integrity Policy and Social Work Student Handbook - Appendix iii, NASW Code of Ethics, page 37). Any student found to be in violation of the Molloy University Academic Integrity Policy and/or the NASW Code of Ethics may be subject to being counseled out of the social work program.

Appendix A

Senior Year Course Descriptions

**Molloy University Department of Social Work
Senior Year Course Descriptions**

Generalist Practice Skills Lab

SWK 3740

This course is designed to deepen social work students integrated' generalist practice skills through engaged learning via role plays, reflective assessments, guided case analysis and other measures. This curriculum focuses on social work skill development at the micro, mezzo and macro levels and will prepare students to address human rights and social justice challenges among all client systems. Students will be provided with feedback and instruction on development of skills through the course as they prepare for their senior year internship.

Social Work Field Practicum: Engagement and Assessment

SWK 4601

This practicum addresses the development of the core competencies of social work practice within the field setting. Significant emphasis is placed on the professional roles and boundaries of social work; ethical reasoning; critical thinking; focus on human rights and social justice; the importance of difference in providing services to clients; the policy and other external contexts of services; the application of evidence-based practice; the demonstration of effective oral and written communication in working with client systems; understanding and utilizing conceptual frameworks to guide the processes of engagement, assessment, intervention and evaluation; and the function of social workers in the engagement, planning, intervention, and evaluation phases of planned change.

Social Work Field Practicum: Intervention and Evaluation

SWK 4611

Anchored in the knowledge base of generalist social work practice, students will be taught pathways to advancing human rights and social, racial, economic, and environmental justice. They will incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies and intervene across micro, mezzo and macro systems. Students will conceptualize the strengths, limitations, supports, needs and resources of those they are serving, and the theoretical and evidence-based practice underpinnings driving intervention methods. This course will facilitate student ability to consider, assess, analyze, and evaluate agency/organization interventions from an outcomes-based lens leading to improvement in practice effectiveness. Students will also be primed to evaluate their own skill competencies to inform areas of strength and those in need of development.

Capstone Course I and II

First Semester

SWK 4900

The first semester 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 system design that demonstrates the growth and development of the student as a baccalaureate-level social work professional. (Social Work majors only). Prerequisite: MAT 1150 and SWK 3600; Corequisite: SWK 4601.

Second Semester

SWK 4910

The second semester of the Capstone Course is taken in the spring semester of the senior year of the baccalaureate social work program and is a continuation of the previous semester's work. Completion of the construction of a practice evaluation research project based on a single system design will culminate in a Poster Presentation, held in the later part of the spring semester. This presentation will provide students with the opportunity to: (1) display the results of their practice evaluation research project, and (2) demonstrate competency in all social work curriculum content areas.

APPENDIX B:

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APPENDIX C

SAFETY CHECKLIST

SAFETY CHECKLIST

Safety at the Field Setting

- Sign-in and sign-out procedures in the agency
- Clear route to emergency exits and fire alarms
- Fire emergency procedures
- Identify medical dangers, if applicable
- Risks of exposure to infectious disease or infections, hazardous materials and safety precautions to minimize those risks
- Identification of high-risk neighborhood areas and trouble spots
- Procedures to increase student safety, including lock, door, and window security, as well as any emergency buttons
- Knowledge of the agency layout
- Safety procedures regarding home visit and outreach procedures
- Vehicle procedures
- General agency Emergency
- Sexual Harassment policies, EOAA policy, Title IX grievances
- Threatening/violent behavior of client or other at the agency
- De-escalation techniques
- Placement related injury
- Process for reporting injury at the placement agency
- Documentation of incidents or threats
- Field placement contact when there is an incident or threat
- Know when and who to inform of any safety issues: Field Supervisor, Field Director, and Practicum Instructor

Safety in the Community

- Know the agency's policies and procedures for safety in the community
- Carry a charged cell phone
- Have 911 and your field supervisor on speed-dial

Self-Care

- Self-care plan (exercise, nutrition, friendships, support group, rest, vacation, etc.)
- Boundaries (social, work/school/family expectations)

Student Signature: _____

Field Supervisor/Task Supervisor Signature: _____

Date: _____

Appendix D

Competency-Based Learning Plan Agreement

FIELD EDUCATION – LEARNING AGREEMENT

Instructions: In the shaded area under each of the nine 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: _____

Agency: _____

Field Supervisor: _____ Faculty Liaison: _____

Brief description of planned assignments for semester:

Scheduled supervisory sessions (day/time, frequency, individual, group, peer, etc.):

Competency #1 - Demonstrate Ethical and Professional Behavior
Learning Opportunities and Student Activities to Achieve Competency #1

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes;
- d. use supervision and consultation to guide professional judgment and behavior.

Competency #2 – Advance human rights and social, racial, economic, and environmental justice

Learning Opportunities and Student Activities to Achieve Competency #2
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- a. advocate for human rights at the individual, family, group, organizational, and community system levels;
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Competency #3 - Engage anti-racism, diversity, equity and inclusion (ADEI) in practice

Learning Opportunities and Student Activities to Achieve Competency #3
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- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community , research, and policy levels

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency #4 – Engage in practice-informed research and research-informed practice
Learning Opportunities and Student Activities to Achieve Competency # 4

- a. apply research findings to inform and improve practice, policy, and programs;
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Competency #5 – Engage in Policy Practice
Learning Opportunities and Student Activities to Achieve Competency # 5

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency #6 - Engage with individuals, families, groups, organizations, and communities
Learning Opportunities and Student Activities to Achieve Competency # 6

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

Competency #7 - Assess individuals, families, groups, organizations, and communities
Learning Opportunities and Student Activities to Achieve Competency # 7

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

Competency #8 - Intervene with individuals, families, groups, organizations, and communities

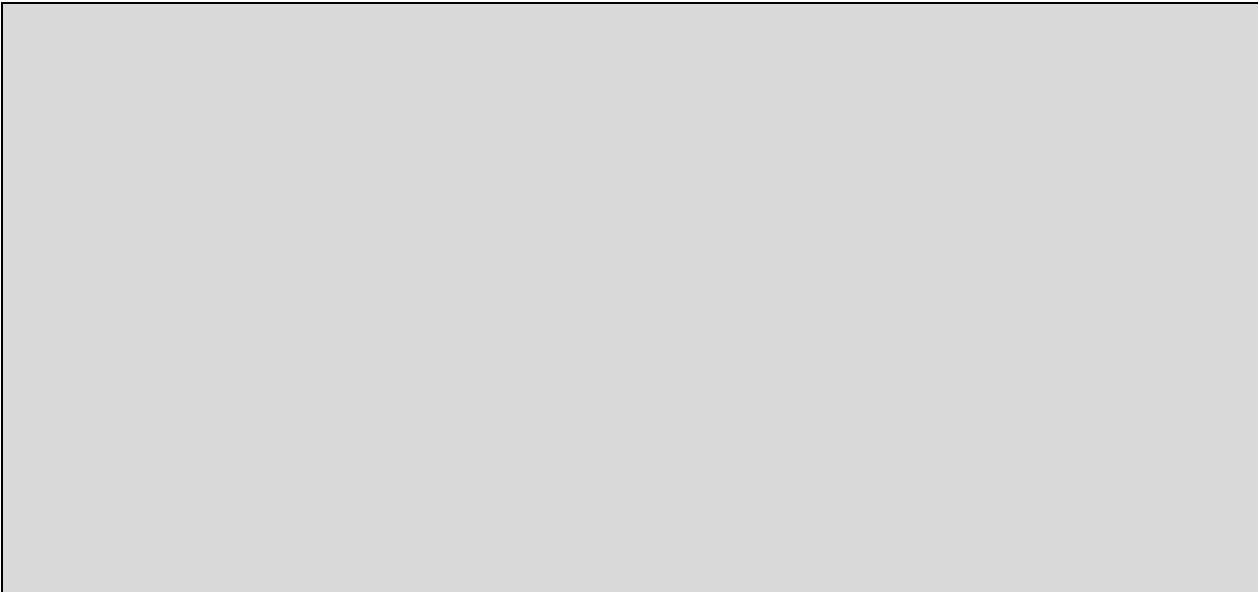
Learning Opportunities and Student Activities to Achieve Competency # 8

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- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

Competency #9 -Evaluate practice with individuals, families, groups, organizations, and communities
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Learning Opportunities and Student Activities to Achieve Competency # 9

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- a. select and use culturally responsive methods for evaluation of outcomes;
 - b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Adapted from Social Work Program at Ramapo College of New Jersey
Amy Meyers, PhD 7/16

Revised 090723

Appendix E

Learning Plan Agreement

SAMPLE

Sample

Competency #1 - Demonstrate Ethical and Professional Behavior
Learning Opportunities and Student Activities to Achieve Competency #1
1. Student will read the organizational chart, read the personnel manual and agency budget- Student will describe the agency structure, policies, services, and budget to the field instructor. 2. Student will engage in agency orientation and training including staff meetings, tour of agency facility, and introductions to staff. 3. Establish and adhere to a plan for supervision including setting a regular supervision schedule and preparing a written agenda. 4. Develop self-awareness through reflection in process recordings. 5. Read and review agency policies and procedures and compare them with NASW Code of Ethics. Discuss this in supervision. 6. Student will work with three individuals having difficulty adjusting to admission to the facility. In a process recording student is expected to document personal values that are identified – Compare process recordings over the course of the semester. 7. Student will research HIPPA laws and other policies that apply to their agency and be able to explain these laws to impact service delivery.
a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; d. use supervision and consultation to guide professional judgment and behavior.
Competency #2 – Advance human rights and social, racial, economic, and environmental justice
Learning Opportunities and Student Activities to Achieve Competency #2
1. Keep a reflective journal to record observations, reactions, cultural practices, that arise from working across diversity and difference in practice and discuss in supervision. 2. Research and read relevant articles pertaining to diverse populations and to enhance cultural sensitivity and discuss with field supervisor.

3. Look for systems of oppression and disparities related to diversity that affect clients at the agency.
4. Student will engage with clients that differ in age, class, gender, etc. and research pertinent information. With the use of process recordings and supervision, field supervisor will discuss student's knowledge and sensitivity around recognizing differing cultural issues.
5. Student will attend diversity awareness workshops offered by the agency if available.

- a. advocate for human rights at the individual, family, group, organizational, and community system levels;
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Competency #3 - Engage anti-racism, diversity, equity and inclusion (ADEI) in practice

Learning Opportunities and Student Activities to Achieve Competency #3

1. Articulate to field supervisor the ways in which your agency and practice advocate for human rights and social and economic justice. Create a list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work.
2. During supervision, examine the impact of oppression and discrimination on the delivery of services within the agency.
3. Discuss issues of oppression and discrimination with at least one client system from a vulnerable population regarding age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.
4. Practice cultural humility when working with clients and client systems.
5. Demonstrate anti-racism and anti-oppressive approaches.
6. Be aware of cultural needs when providing referrals (being aware of where clients are coming from and matching their needs to what is available), attend groups to glean from people's stories how social injustice operates in their lives.
7. Attend agency trainings, community outreach events, and public policy meetings.
8. Familiarize self with current political events and their effects on clients and discuss with Field Supervisor.

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency #4 – Engage in practice-informed research and research-informed practice
Learning Opportunities and Student Activities to Achieve Competency # 4
1. Research and write evaluation of articles that inform field agency's practice. 2. Identify best practices with the client population. 3. Interview agency staff to learn of the theories and interventions used with this population. 6. Identify research activities utilized by the agency including data collection/statistics, current research projects and program evaluation. 7. Identify capstone project based on analysis of agency operations and issues impacting practice.

- a. apply research findings to inform and improve practice, policy, and programs;
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Competency #5 – Engage in Policy Practice
Learning Opportunities and Student Activities to Achieve Competency # 5
1. Discuss with field instructor the implications of current public policy and relevant legislation issues on service provision to agency clients. 2. Attend staff and board meetings and/or relevant community meetings where policies are being discussed. 3. Identify ideas towards advocacy in the interests of improving policies specific to your practice context or agency. 4. Know the history and current structure of agency social policies and services. Discuss with field instructor. 5. Research the social welfare policies that impact the client population and identify the impact on the delivery of services. 6. Explore local, state, and federal policies that impact field agency and/or the affected community. Write a summary of your findings.

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency #6 - Engage with individuals, families, groups, organizations, and communities

Learning Opportunities and Student Activities to Achieve Competency # 6

1. Demonstrate effective use of empathy and interviewing skills.
2. Identify and discuss with clients mutually agreed upon long- and short-term goals.
3. Participate in role play to enhance skill building.
4. Plan and participate in virtual/remote meetings, support groups, or other engagements.

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency #7 - Assess individuals, families, groups, organizations, and communities

Learning Opportunities and Student Activities to Achieve Competency # 7

1. Utilize an ecomap and/or genogram in assessing the level and quality of social systems in a client context.
2. Observe and participate in client intakes and assessments, treatment plans, case reviews and consultation. Discuss with field instructor.
3. Identify conceptual frameworks that explain development and impact on a client system.
4. Provide an assessment of a client system in the context of a person in environment. Review case for strengths, challenges, and systemic factors impacting the clients and/or client group.
5. Discuss the integration of theory and practice with field instructor.
6. Create an assessment instrument (survey, interview questions) to better understand community/client needs.

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency #8 - Intervene with individuals, families, groups, organizations, and communities

Learning Opportunities and Student Activities to Achieve Competency # 8

1. Assist, conduct and debrief client interviews using agency formats; compare to classroom tools.
2. Plan interventions with a field instructor, discuss goals. Solicit feedback on outcomes and analyze data.
3. Use technology, journals, and process recordings with field instructors to enhance skill growth and development.
4. Students will interview clients, write process recordings, and practice conversation skills with all clients.
5. Field instructors will observe students while interviewing clients or co-facilitating groups.
6. Develop varied communication skills by presenting at least one oral case presentation, complete at least one written assessment.
7. Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in a field agency.

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

Competency #9 -Evaluate practice with individuals, families, groups, organizations, and communities
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Learning Opportunities and Student Activities to Achieve Competency # 9
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- | |
|---|
| <ol style="list-style-type: none">1. Develop evaluations and intervention questions to further assessments and service needs. Discuss in supervision.2. Identify your own learning needs based on evaluation of practice through process recordings.3. Identify usefulness of interventions by evaluating outcomes in review with supervisor.4. Attend professional boundaries and ethical behavior in terminating services with clients. Use process recordings and journals to reflect on transition and termination issues.5. Present a case at a case conference to obtain feedback on effectiveness of intervention.6. Assess agency process for seeking client feedback and develop recommendations for improvement. |
|---|

- a. select and use culturally responsive methods for evaluation of outcomes;
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Adapted from Social Work Program at Ramapo College of New Jersey
Amy Meyers, PhD 7/16

Revised 090723

Appendix F

Alternate Learning Activities

Alternate Learning Activities

The following examples of field learning activities are suggested as ways to ensure all competencies are met:

- **Supervision:** Weekly supervision using Zoom or other teleconferencing applications.
- **Meetings with individuals, families, and groups** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- **Trainings for Agency:** develop trainings that will benefit the agency (ex- self-care, ethics, etc.)
- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)
- **Written Materials for Clients or Community:** develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, etc.)
- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)
- **Legislative Policy Review:** review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- **Literature Review:** conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- **Grants:** research potential grant opportunities and/or prepare aspects of the grant writing.
- **Community Networking/Resource Development:** teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- **Complete online trainings:** complete assigned trainings and provide a certification of completion and/or a short-written reflection and/or prepare a presentation to disseminate knowledge gained.

Appendix G

Supervision Log

MOLLOY UNIVERSITY DEPARTMENT OF SOCIAL WORK

FIELD EDUCATION

SUPERVISION LOG

Student: _____

Date of Supervisory Session: _____

[illegible]

L. Z. Newland, Ph.D.
8/11

Appendix H

Attendance Record

MOLLOY UNIVERSITY
SOCIAL WORK DEPARTMENT
ATTENDANCE RECORD

Student: _____

Agency: _____

Supervisor: _____

You must sign in each day you are in field placement and submit monthly to your Field Seminar Instructor

MONTH _____

Date	Time In	Time Out	Student Signature	Total Daily Hours

TOTAL # HOURS _____

Date _____
Field Supervisor's Signature _____

Date _____
Student Intern's Signature _____

Date _____
Field Liaison's Signature (Practicum Instructor) _____

Appendix I

Micro (Individual) Process Recording Template First Semester

PART I:**MICRO (Individual) PROCESS RECORDING TEMPLATE – First Semester**

Student:		Field Supervisor:	
Date:		Faculty Liaison:	
Setting:			
Purpose of Interaction			
Background:			
Preparation: (i.e. cognitive, affective, behavioral)			

2. Interaction:

CONTENT (Include verbatim)	LIST SKILLS USED	GUT REACTION	THOUGHTS/FEELINGS

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each page.

2. Interaction:

CONTENT (Include verbatim)	LIST SKILLS USED	GUT REACTION	THOUGHTS/FEELINGS

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each page.

Post-Interaction Narrative (your self-assessment): *This process recording format can be used with all those you serve (i.e. individual interviews, case management sessions, or meetings with small groups, families, colleagues/staff personnel, or members of an organization or community)*

3. Engagement: Identify skills you used to engage the client system and/or any other system.

--

4. Assessment: Identify risk/protective factors that you observed in client system and/or other systems.
Identify intervention strategies that evolved from your assessment of client system and/or other systems.

--

5. Intervention: Identify actions taken to help prevent, resolve, negotiate, mediate and/or advocate for client systems and/or other systems.

Identify actions to facilitate transitions and/or endings.

--

6. Evaluation: Identify engagement, assessment, intervention skills that you felt were helpful.
Identify the skills that you felt were not helpful; What can you improve on for next time?

--

7. Based on your evaluation of the focus of work, what are some next steps?

--

8. What was your purpose/goal for this meeting? Did you achieve it? Why or why not?

--

9. What questions do you have for your supervisor?

--

PART II

All students must demonstrate that they are competent in the field of social work. In order to measure this, Core Competencies and have been established by the Council on Social Work Education.

Please check off each Competency that you utilized during your interaction with you client/system. These competencies and associated practice behaviors are based on your knowledge, values, and skills.

☐ Competency 1. Demonstrate ethical and professional behavior
☐ Competency 2. Advance human rights and social, racial, economic, and environmental justice

○ Competency 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
○ Competency 4. Engage in practice-informed research and research-informed practice
○ Competency 5. Engage in policy practice
○ Competency 6. Engage with individuals, families, groups, organizations, and communities
○ Competency 7. Assess individuals, families, groups, organizations, and communities
○ Competency 8. Intervene with individuals, families, groups, organizations, and communities
○ Competency 9. Evaluate practice with individuals, families, groups, organizations and communities

Field Instructor Summary Comments (in addition to comments on the recording):

Student Signature

_____ Date _____

Field Supervisor Signature

_____ Date _____

Appendix J

Micro (Individual) Process Recording Sample First Semester

**MOLLOY COLLEGE DEPARTMENT OF SOCIAL WORK
PROCESS RECORDING TEMPLATE**

PART I:

Student:	Lois Carey	Field Instructor:	
Date:	9/1/14	Faculty Liaison:	
Setting:	Preventive Services – prevent child abuse, neglect and foster care placement.		
Purpose of Interaction:	To provide information and/or referral services to an older adult.		
Background:	Mr. Greystone was a "walk-in" frail, elderly gentleman who I am meeting for the first time. He is requesting help from this agency because he received a subpoena regarding past due medical bills for his diseased <i>deceased</i> wife.		
Preparation: (i.e. cognitive, affective, behavioral)	When my secretary called and informed me that there was an elderly gentleman asking to see a social worker, I was concerned, as it was almost closing time on Friday; in addition, she said he seemed to have been crying. I knew that our agency only provided services for families with children under the age of 18. However, I thought I would accommodate him to see how I could direct him.		

2. Interaction:

CONTENT (include verbatim)	LIST SKILLS USED	GUT REACTION	THOUGHTS/FEELINGS
(w) Hello, Mr. Greystone, I am Lois Carey. (shook hands) Please come with me. (w) It sure is hot today. (c) The heat really bothers me. I have emphysema. (He was walking with difficulty. (w) How did you decide to come to see us? (c) I noticed the sign "Family" out front and thought you people might be able to help. (He seemed to be trying not to cry) (w) Can you tell me about it, Mr. Greystone? (c) My wife, Ethel, died 2 years ago. She was very sick for a long time. I went to see her in the hospital every day, every day. I never missed a day, even when the weather was bad. I never missed a single day. Me & Ethel, we only had each other, never had no kids or anything. (w) I was quiet. (c) I paid all the bills that I could. (He then pulled out an envelope.	• Engagement; attending & listening; collecting information; assessment • Engagement • Engagement – slowly walking next to him • Exploration/elaboration; Open ended question • Open ended question; collecting information • Respecting his process	• Where was the hospital social worker in all this? • Getting worried about his frailty and state of health • Empathy • Empathy	• Annoyed

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each page.

2. Interaction:

CONTENT (Include verbatim)	LIST SKILLS USED	GUT REACTION	THOUGHTS/FEELINGS
& showed me an envelope full of cancelled checks. He then gave me a subpoena and started to cry.) The hospital kept sending me letters demanding that I pay the rest of my wife's bills, but I don't have any more money. Now I got this lawsuit. I gave them all the money I got. I don't have any more. I always pay my bills, but I don't have any more money. (w) This must be really hard for a person like you who always pays his bills. (c) He nodded. (w) I asked if he had any family or friends. (c) I have a neighbor who I talk to, sometimes she helps me out. (w) I told Mr. G. that we had a few problems, as I didn't know too much about the law or the rights of the elderly, & that the people I usually call would probably have gone home by now. Is it possible for you to wait until Monday when I could get a few answers for you. (c) (He gave me a big smile.) Yeah, I could wait until Monday.	• Attending/listening • Validation • Exploration/elaboration; collecting information about support systems. • Contracting;	• It is all so sad. • Admiration • Make sure he is safe over the weekend. • Relieved	• Where was the hospital social worker in all this? How could he be left trying to handle this by himself? • I am impressed by this man...his commitment and integrity. • Real concern for his health issues and his safety.

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each page.

2. Interaction:

CONTENT (include verbatim)	LIST SKILLS USED	GUT REACTION	THOUGHTS/FEELINGS
(w) I can't promise you anything but I would like to try to help. (c) (He sighed deeply) I would be much indebted to you for that. (w) I schedule an appointment for 3 PM on Monday and obtained pertinent information that would help me in finding the resources he would need. We said "goodbye" and I said: "See you on Monday, Mr. Greystone. (c) Yeah, see you on Monday.	- Honesty - Contracting; information gathering. - Termination/endings	Can I help?	- A bit scared. - I have no expertise in GRN but I think I did okay.

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each page.

Post-Interaction Narrative (your self-assessment): *This process recording format can be used with all those you serve (i.e. individual interviews, case management sessions, or meetings with small groups, families, colleagues/staff personnel, or members of an organization or community)*

3. **Engagement:** Identify skills you used to engage the client system and/or any other system.

Attending, listening, silence, open-ended questions

4. **Assessment:** Identify risk/protective factors that you observed in client system and/or other systems.
Identify intervention strategies that that evolved from your assessment of client system and/or other systems.

Risk: Mr. G. presents as frail, elderly who is not in good health due to emphysema; He also is addicted to cigarettes and is a chain smoker.

Protective: His honesty; willing to seek help; responsible; has a neighbor he can count on; interpersonal skills.

Intervention Strategies: Exploration and data collection to develop an action plan.

5. **Intervention:** Identify actions taken to help prevent, resolve, negotiate, mediate and/or advocate for client systems and/or other systems.
Identify actions to facilitate transitions and/or endings.

Actions: Plan is to find out local resources that would provide the help he needs (i.e. program director, community resources)

Transitions/Endings: Made sure that Mr. G. had a support system for the weekend. Contracted with Mr. G that we would meet on Monday so that I could provide him with information and referrals that he needs.

6. **Evaluation:** Identify engagement, assessment, intervention skills that you felt were helpful.
Identify the skills that you felt were not helpful; What can you improve on for next time?

Engagement – active listening, empathy, compassion, willingness to help

Assessment – Collecting information to help decide how we need to move forward.

Not helpful: I might have been so caught up in how sad I felt for this frail, grieving, frightened man that I might have over-identified.

7. Based on your evaluation, what would be the next phase of the work with client system and/or other systems?

Due to agency constraints, I will not be able to work with Mr. G. However, I will find the resources that would be more appropriate.

8. Did you achieve your purpose/goals? Why or why not?

Yes, I found out what Mr. G's story was and assessed what was needed and will intervene to follow through.

9. Questions for Supervisor:
- what are some resources that would benefit Mr. G?
 - How do I manage my own feelings of irritation at times?
 - I feel so helpless not knowing information about the elderly - what do I do?

PART II

All students must demonstrate that they are competent in the field of social work. In order to measure this, Core Competencies and Practice Behaviors have been established by the Council on Social Work Education.

Please check off each Practice Behavior that you utilized during your interaction with you client/system. These competencies and associated practice behaviors are based on your knowledge, values, and skills. You may check off as many Practice Behaviors that illustrate your work with this client system and/or other system.

Student Name _____

Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.	
o	PB1 Advocate for client access to the services of social work
o	PB2 Practice personal reflection & self-correction to assure continual professional development
o	PB3 Attend to professional roles & boundaries
o	PB4 Demonstrate professional demeanor in behavior, appearance, & communication
o	Engage in career-long learning
o	Use supervision & consultation
Competency 2.1.2 – Apply social work ethical principles to guide professional practice	
o	PB1 Recognize & manage personal values in a way that allows professional values to guide practice
o	PB2 Make ethical decisions by applying standards of the NASW Code of Ethics
o	PB3 Tolerate ambiguity in resolving ethical conflicts
o	PB4 Apply strategies of ethical reasoning to arrive at principled decisions
Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment	
o	PB1 Distinguish, appraise, & integrate multiple sources of knowledge, including research-based knowledge, & practice wisdom
o	PB2 Analyze models of assessment, prevention, intervention, & evaluation
o	PB3 Demonstrate effective oral & written communication in working with individuals, families, groups, organizations, communities, & colleagues
Competency 2.1.4 – Engage diversity and difference in practice	
o	PB1 Recognize the extent to which a culture's structures & values may oppress, marginalize, alienate, or create or enhance privilege and power
o	PB2 Gain sufficient self-awareness to eliminate the influence of personal biases & values in working with diverse groups
o	PB3 Recognize & communicate their understanding of the importance of difference in shaping life experiences
o	PB4 View themselves as learners & engage those with whom they work as informants
Competency 2.1.5 – Advance human rights & social & economic justice	
o	PB1 Understand the forms & mechanisms of oppression & discrimination
o	PB2 Advocate for human rights & social & economic justice
o	PB3 Engage in practices that advance social & economic justice
Competency 2.1.6 – Engage in research-informed practice & practice-informed research	
o	PB1 Use practice experience to inform scientific inquiry
o	PB2 Use research evidence to inform practice
Competency 2.1.7 – Apply knowledge of human behavior & the social environment	
o	PB1 Utilize conceptual frameworks to guide the processes of assessment, intervention, & evaluation
o	PB2 Critique & apply knowledge to understand person & environment
Competency 2.1.8 – Engage in policy practice to advance social & economic well-being & to deliver effective social work services	
o	PB1 Analyze, formulate, & advocate for policies that advance social well-being
o	PB2 Collaborate with colleagues & clients for effective policy action

Competency 2.1.9 – Respond to contexts that shape practice
- o PB1 Continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments, & emerging societal trends to provide relevant services - o PB2 Provide leadership in promoting sustainable changes in service delivery & practice to improve the quality of social services
Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, & communities
- o PB1 Substantively & effectively prepare for action with individuals, families, groups, organizations, & communities - o PB2 Use empathy & other interpersonal skills - o PB3 Develop a mutually agreed-on focus of work & desired outcomes
Competency 2.1.10(b) – Assess individuals, families, groups, organizations, & communities
- o PB1 Collect, organize, & interpret client data - o PB2 Assess client strengths & limitations - o PB3 Develop mutually agreed-on intervention goals & objectives - o PB4 Select appropriate intervention strategies
Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, & communities
- o PB1 Initiate actions to achieve organizational goals - o PB2 Implement prevention interventions that enhance client capacities - o PB3 Help clients resolve problems - o PB4 Negotiate, mediate, & advocate for clients - o PB5 Facilitate transitions & endings
Competency 2.1.10(d) – Evaluate work with individuals, families, groups, organizations, & communities
o PB1 Social workers critically analyze, monitor, & evaluate interventions

Field Instructor Summary Comments (in addition to comments on the recording):

Field Instructor Signature _____ Date _____

Appendix K

Micro (Individual) Process Recording Template Second Semester

PART I: INDIVIDUAL (Micro) PROCESS RECORDING TEMPLATE II -Second Semester

Student:		Field Supervisor:	
Date:		Faculty Liaison:	
Setting:			
Purpose of Interaction			
Background/ Demographics.			
Preparation: (i.e. cognitive, affective, behavioral)			

2. Interaction:

CONTENT (Include verbatim)	LIST SKILLS USED	GUT REACTION	THOUGHTS/FEELINGS

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each page.

2. Interaction:

CONTENT (Include verbatim)	LIST SKILLS USED	GUT REACTION	THOUGHTS/FEELINGS

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each page.

Post-Interaction Narrative (your self-assessment): *This process recording format can be used with all those you serve (i.e. individual*

interviews, case management sessions, or meetings with small groups, families, colleagues/staff personnel, or members of an organization or community)

3. Engagement: Identify skills you used to engage the client system and/or any other system. How did you develop rapport with the client? How did you demonstrate a social work skill? Ie: mirroring, reframing, paraphrasing.

4. Assessment & Context: Identify risk/protective factors that you observed in client system and/or other systems. Assessment includes theory. Which theory(ies) helped you to understand your client; client's family/system; client's dynamics? (ie: dynamics; family history; culture; context) (see handout)

5. Intervention: Identify actions taken to help prevent, resolve, negotiate, mediate and/or advocate for client systems and/or other systems. How did the observations made in your assessment guide your interventions?

6. Evaluation: Identify engagement, assessment, intervention skills that you felt were helpful.

Identify the skills that you felt were not helpful; What can you improve on for next time? Ie: paraphrasing; reflecting feelings; summarizing, etc. (see handout)

7. What was your purpose/goals for this meeting? Did you achieve it? Why or why not?

--

8. What questions do you have for your supervisor?

--

PART II

All students must demonstrate that they are competent in the field of social work. In order to measure this, Core Competencies have been established by the Council on Social Work Education.

Please check off each Competency that you utilized during your interaction with you client/system. These competencies and associated practice behaviors are based on your knowledge, values, and skills.

☐ Competency 1. Demonstrate ethical and professional behavior
☐ Competency 2. Advance human rights and social, racial, economic, and environmental justice
☐ Competency 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
☐ Competency 4. Engage in practice-informed research and research-informed practice
☐ Competency 5. Engage in policy practice
☐ Competency 6. Engage with individuals, families, groups, organizations, and communities
☐ Competency 7. Assess individuals, families, groups, organizations, and communities
☐ Competency 8. Intervene with individuals, families, groups, organizations, and communities
☐ Competency 9. Evaluate practice with individuals, families, groups, organizations and communities

Field Instructor Summary Comments (in addition to comments on the recording):

Student Signature _____ Date _____

Field Supervisor Signature

_____ Date _____

Amy Meyers, PhD 9/23

Appendix L

Micro (Individual) Process Recording Sample Second Semester

**MOLLOY COLLEGE DEPARTMENT OF SOCIAL WORK
PROCESS RECORDING TEMPLATE**

PART I:

Student:		Field Instructor:	
Date:	2/2/15	Faculty Liaison:	
Setting:	LOC Rehab and Nursing Center.		
Purpose of Interaction	First one-to-one session with a new resident, Mrs. T.		
Background/ Demographics.	Mrs. T is an 82-year-old Caucasian female who just recently came to the nursing home. She has lived in Suffolk County all of her life. She has two daughters and two grandsons. Her husband of 62 years passed away due to cancer February 2015. She arrived to the facility March 2015. Both her daughters work full time and claim they can't take care of their mother anymore due to her mother's health conditions. Mrs. T suffers from arthritis, depression and anxiety. She has other health conditions that I am not aware about yet.		
Preparation: (i.e. cognitive, affective, behavioral)	Jessica the social worker at LOC told me about this resident and told me that this resident is very lonely and very "needy" and needs someone to talk to. I prepared myself by asking Jessica her background information on why she may be lonely. That is when Jessica told me her husband recently passed away and still is in grief. I went to look in her chart to see if she is alert and oriented and saw in her chart that she battles with depression and anxiety but is very alert. I told myself that I have to remain supportive and patient no matter how depressed or anxious she may be. I was a little nervous because I don't have much clinical experience to grief counseling or how to help improve someone's anxiety or depression.		

2. Interaction:

CONTENT: WHAT ARE THE TOPICS SKILLS USED DURING THE INTERACTION? WHAT ARE THE THOUGHTS/FEELINGS?			
I walk up to the resident's room with Jessica. Jessica is giving me additional information about the resident. We go up to the door (Jessica)- Hi Mrs. T. How are you feeling today? (Mrs. T)- I'm okay today. (Jessica)- That's good to hear. I brought someone here today, her name is Alyssa, she is a social work student and she is going to talk to you once a week. (Me)- Hi Mrs. T, nice to meet you! (Mrs. T)- Hello Alyssa Jessica and Mrs. T continue to talk for a few minutes about some concerns Mrs. T had a couple of days ago. Jessica left so Mrs. T and I introduced ourselves better. (Alyssa)- So how are you today? (Mrs. T)- I'm okay. I don't feel good today	• Introductions/ Greetings • Exploring resident's feelings	• Confident since I already have a one to one resident once a week. • Excited to work with this resident	• I feel that this will be good experience to talk with someone with severe anxiety and depression. • The resident has a low voice; she sounds really depressed. I wonder what issues will be brought up while talking with her.

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each page.

2. Interaction:

Content	Listening	Curriculum	Thoughts/Feelings
(Alyssa)- What's wrong? (Mrs. T) I have a headache, my arthritis is very very bad, I can't do anything with my legs, it's horrible. (Alyssa) I'm sorry to hear that. Did you take anything for the headache? (Mrs. T) Yes. It doesn't do much for me. (Alyssa)- Oh okay, hopefully it will kick in soon. (Mrs. T)- we'll see. There was some awkward silence. Mrs. T looked a little sad. (Alyssa) I heard you've only been here for less than a month. How do you like it here? (Mrs. T)- It's very hard, I can't do anything for myself anymore. I can't move without an aid helping me. I use to be so independent and now I need 24-hour care. It's really upsetting. (Alyssa)- I can imagine that being really upsetting to you. Especially when you were so independent.	• Exploring • Listening/attentive • Use of sympathy • Processing thoughts/emotions • Exploring • Listening • Validation	• Curious • Do the nurses give out low dose medicine for headaches? • This is a little awkward • I have no idea what direction this will go • Empathy • Empathy	• It seems like her medical issues are a contribution to her depression/anxiety. • I wonder how long ago she took medicine for her headache • I don't know what else to say right now. I hope I can think of something quick. • I have a feeling she isn't use to the facility. • It really is a hard transition. It must take a long time to get use to the facility.

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each

page.

2. Interaction:

PATIENT INFORMATION	LIST OF SKILLS USED	YOUR REACTION	THOUGHTS/FEELINGS
(Mrs. T)- Yes, it is very upsetting. But it's nice here, everyone is really nice and so are the people who live here (Alyssa)- That's great! I'm glad you are getting along with everyone. Do you do the activities here? (Mrs. T)- Yes, they're fun. I like to be involved (Alyssa)- That's great that you are involved, it gives you a chance to take your mind off of things and make new friends and make your transition here a little easier. (Mrs. T)- Yeah, I guess so. (Alyssa)- It's a big move, and your routine changed dramatically so it's understandable if you are still adjusting. (Mrs. T)- I just miss my husband. We were married for 62 years and he just passed away. All I can think of is how he isn't here anymore.	• Listening • use of encouragement • use of encouragement • Validation • Attentive/listening	• Happy that she is interacting with others • Happy • Empathy • Empathy	• I wonder if she gets involved with the activities here. • I hope she continues to be involved it will be good for her. • I hope I'm saying the right things to her. • The loss of her husband probably is making her transition to the facility harder.

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each

page.

2. Interaction:

CONTENT	THOUGHTS	FEELINGS	THOUGHTS
(Alyssa)- I'm sorry about your husband. (Mrs. T) Are you married? (Alyssa) No, I'm not. (Mrs. T) Are you dating someone? (Alyssa) Yeah, I am. (Mrs. T) Don't let go of it, being in a relationship means you have to work together, through the good and the bad no matter what. That's what love is (Alyssa) I agree %100. It sounds like you had a great marriage. (Mrs. T) It was wonderful. (Alyssa) Well Mrs. T. I'm so happy I met you, would you want to continue talking each week? (Mrs. T) Yes, I would like that (Alyssa) Great, I'll come next week at the same time, is that okay? (Mrs. T) Yes, that's okay, you promise to come next week? (Alyssa)- I will come next week, see you then. (Mrs. T) See you then.	• Validation • Listening • Validating, giving her positive feedback to hopefully cheer her up about her marriage • Terminations/endings • Terminations/endings	• I want to reach for her hand • Nervous • I'm nervous I'm giving out too much personal information • I'm relieved she isn't asking me personal questions. • Will she want to see me again?	• I feel sorry for her. • Why would she ask me that? What do I say? • Was that the right thing to say? • That was a nice thing for her to say • It seems like she is still grieving. I hope I learn how to help someone through the grieving process. • I'm glad she wants to meet again. Mrs. T seems very sweet but seems like her depression/anxiety defeats her. I'd let to eventually help her cope with her depression and anxiety.

Note: use as many interaction pages as necessary to record your interaction. Be sure to have your name and page number on each

page.

Post-Interaction Narrative (your self-assessment): *This process recording format can be used with all those you serve (i.e. individual interviews, case management sessions, or meetings with small groups, families, colleagues/staff personnel, or members of an organization or community)*

3. Engagement: Identify skills you used to engage the client system and/or any other system. How did you develop rapport with the client? How did you demonstrate empathy? (e: mirroring, reframing, paraphrasing.)

In this session, I listened to the resident a lot, I explored to why she wasn't feeling good and asked if there was anything that would make her feel better. There was a couple of awkward silences so I used that time to process my thoughts and emotions. I used empathy by mirroring off of what she told me by telling her that moving to another "home" is a big transition and it's okay that it will take a while to get use to the facility. I also validated her feelings/concerns by reframing. I was attentive throughout the whole session as well.

4. Assessment & Theory: Identify risk/protective factors that you observed in client system and/or other systems. Theory helps to identify intervention strategies. Assessment includes theory. Which theory(ies) helped you to understand your client; client's family/system; client's dynamics? (see handout)

Risk Factors- The resident has depression and anxiety. She comes off as being a little negative at times. She feels alone and is having a difficult time transitioning into the nursing home. She is still heart-broken from her husband's passing.
Protective Factors- She is making new friends; she gets involved with the activities at the nursing home; she cherishes a lot of memories with her husband
Theory- Erik Erikson- integrity vs. Despair. This resident is currently looking back at her accomplishments and looking back at her life before the nursing home. I see that there is some sadness looking back at her life and I am afraid she thinks that she has lived an unsuccessful life due to her current living situation and feels like she very dependent on aids to living a normal everyday life.

5. Intervention: Identify actions taken to help prevent, resolve, negotiate, mediate and/or advocate for client systems and/or other systems.
Identify actions to facilitate transitions and/or endings.

Actions- For now, I will continue to talk to her weekly to get to know the resident a little bit more and explore deeper in what's causing her depression and anxiety other than difficult transitioning and grieving. I feel that for now talking to her and listening to her will help her feel less depressed so she can express her feelings and emotions.

Endings- I told her I want to meet with her next week to get to know her a little bit more and she agreed.

6. Evaluation: Identify engagement, assessment, intervention skills that you felt were helpful.

Identify the skills that you felt were not helpful; What can you improve on for next time? (e: paraphrasing; reflecting feelings; summarizing, etc. (see handout)

I believe that listening, and using positive reinforcement, and validation on the resident was very helpful because she seemed depressed so for the first session, I wanted to make her feel comfortable and let her know that I was listening and to remind her that she has wonderful memories with her husband.

7. Based on your evaluation, what would be the next phase of the work with client system and/or other systems?

I think I will explore more deeply with the resident to find out what makes her really depressed and talk about some of her anxieties. Based off of that, I will try to find some intervention strategies to help her cope with depression and grieving.

8. Did you achieve your purpose/goals? Why or why not?

The only goals I set for myself is I wanted to get to know the resident a little bit more. I achieved this goal because she told me some information on why she is depressed due to the fact it is a difficult transition for her and her husband's death.

9. What questions do you have for your supervisor?

Is it okay to talk about personal information to a certain extent? For an example when Mrs. T asked if I was married I wasn't sure at first if it was appropriate but I didn't want to make her feel awkward by saying "I can't answer that"

PART II

All students must demonstrate that they are competent in the field of social work. In order to measure this, Core Competencies and Practice Behaviors have been established by the Council on Social Work Education.

Please check off each Practice Behavior that you utilized during your interaction with you client/system. These competencies and associated practice behaviors are based on your knowledge, values, and skills. You may check off as many Practice Behaviors that illustrate your work with this client system and/or other system.

Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly. ☐ PB1 Advocate for client access to the services of social work ☒ PB2 Practice personal reflection & self-correction to assure continual professional development ☒ PB3 Attend to professional roles & boundaries ☒ PB4 Demonstrate professional demeanor in behavior, appearance, & communication ☐ PB5 Demonstrate a commitment to personal and professional growth. ☐ PB6 Use supervision & consultation
Competency 2.1.2 – Apply social work ethical principles to guide professional practice ☒ PB1 Recognize & manage personal values in a way that allows professional values to guide practice ☒ PB2 Make ethical decisions by applying standards of the NASW Code of Ethics ☐ PB3 Tolerate ambiguity in resolving ethical conflicts ☐ PB4 Apply strategies of ethical reasoning to arrive at principled decisions
Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment ☐ PB1 Distinguish, appraise, & integrate multiple sources of knowledge, including research-based knowledge, & practice wisdom ☒ PB2 Analyze models of assessment, prevention, intervention, & evaluation ☐ PB3 Demonstrate effective oral & written communication in working with individuals, families, groups, organizations, communities, & colleagues
Competency 2.1.4 – Engage diversity and difference in practice ☐ PB1 Recognize the extent to which a culture's structures & values may oppress, marginalize, alienate, or create or enhance privilege and power ☐ PB2 Gain sufficient self-awareness to eliminate the influence of personal biases & values in working with diverse groups ☒ PB3 Recognize & communicate their understanding of the importance of difference in shaping life experiences ☐ PB4 View themselves as learners & engage those with whom they work as informants
Competency 2.1.5 – Advance human rights & social & economic justice ☒ PB1 Understand the forms & mechanisms of oppression & discrimination ☐ PB2 Advocate for human rights & social & economic justice ☐ PB3 Engage in practices that advance social & economic justice
Competency 2.1.6 – Engage in research-informed practice & practice-informed research ☐ PB1 Use practice experience to inform scientific inquiry ☐ PB2 Use research evidence to inform practice
Competency 2.1.7 – Apply knowledge of human behavior & the social environment ☐ PB1 Utilize conceptual frameworks to guide the processes of assessment, intervention, & evaluation ☒ PB2 Critique & apply knowledge to understand person & environment
Competency 2.1.8 – Engage in policy practice to advance social & economic well-being & to deliver effective social work services ☒ PB1 Analyze, formulate, & advocate for policies that advance social well-being

○ PB2 Collaborate with colleagues & clients for effective policy action
Competency 2.1.9 – Respond to contexts that shape practice
○ PB1 Continuously discover, appraise, & attend to changing locales, populations, scientific & technological developments, & emerging societal trends to provide relevant services ○ PB2 Provide leadership in promoting sustainable changes in service delivery & practice to improve the quality of social services
Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, & communities
○ PB1 Substantively & effectively prepare for action with individuals, families, groups, organizations, & communities ✓ PB2 Use empathy & other interpersonal skills ✓ PB3 Develop a mutually agreed-on focus of work & desired outcomes
Competency 2.1.10(b) – Assess individuals, families, groups, organizations, & communities
✓ PB1 Collect, organize, & interpret client data ✓ PB2 Assess client strengths & limitations ✓ PB3 Develop mutually agreed-on intervention goals & objectives ✓ PB4 Select appropriate intervention strategies
Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, & communities
○ PB1 Initiate actions to achieve organizational goals ○ PB2 Implement prevention interventions that enhance client capacities ○ PB3 Help clients resolve problems ○ PB4 Negotiate, mediate, & advocate for clients ✓ PB5 Facilitate transitions & endings
Competency 2.1.10(d) – Evaluate work with individuals, families, groups, organizations, & communities
○ PB1 Social workers critically analyze, monitor, & evaluate interventions

Field Instructor Summary Comments (in addition to comments on the recording):

Appendix M

MEZZO GROUP PROCESS RECORDING SUGGESTED NARRATIVE FORMAT

Mezzo Group Process Recording Suggested Narrative Format

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.

Plans:

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

Questions:

Provide questions that came 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.

All students must demonstrate that they are competent in the field of social work. In order to measure this, Core Competencies have been established by the Council on Social Work Education.

*Please check off each Competency that you utilized during your interaction with your client/system.
These competencies and associated practice behaviors are based on your knowledge, values, and skills.*

☐ Competency 1. Demonstrate ethical and professional behavior
☐ Competency 2. Advance human rights and social, racial, economic, and environmental justice
☐ Competency 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
☐ Competency 4. Engage in practice-informed research and research-informed practice
☐ Competency 5. Engage in policy practice
☐ Competency 6. Engage with individuals, families, groups, organizations, and communities
☐ Competency 7. Assess individuals, families, groups, organizations, and communities
☐ Competency 8. Intervene with individuals, families, groups, organizations, and communities
☐ Competency 9. Evaluate practice with individuals, families, groups, organizations and communities

Revised 9/23

Appendix N

MEZZO PROCESS RECORDING SAMPLE

MEZZO PROCESS RECORDING – SAMPLE

Ladies First Support Group (Process Recording is from Class Group Role Play)

Name of Group: Ladies First Support Group

Session Date:

Session # 1

Attended: Tiffany, Rosie, Sheena, Carmen, Rachael, Joy

Group Purpose: The Ladies First Support Group has been started to provide a safe supportive environment for female sophomore and senior high school students to support them in their goal of attaining a high school diploma. In addition, the group has been developed to enhance socialization skills, verbalize thoughts and feelings, de-escalate angry situations, identify problem issues and develop problem solving skills.

Pre-Engagement Comments:

I met with and interviewed all six ladies who have expressed an interest in attending our group. Each one seemed appropriate for group membership. Tiffany comes across as really gung ho to join the group and meet new friends. Rachael presents as rather timid, shy, and quiet. Carmen said that she was a private person and revealed little of her personality. Sheena is 18 and wants to finish school, get a job, and earn money. Rosie seemed a bit rough and tumbled in her appearance. I attempted as best as possible to explain the purpose of the group.

Narrative:

I was delighted to see that all six members came. I welcomed everyone by introducing myself and explaining the purpose of the group. I then said that I was wondering about the reasons they decided to join the Ladies First Group and if anyone felt comfortable sharing with us why they did. I added: and could you each let everyone know your name. (I felt that I was talking too much.)

To my surprise, Tiffany jumped right in and said that she came to be with her friend, Rosie...that they were “bffs”. (Meaning best friends forever, right?) Rosie agreed that she and Tiffany were good friends. Just to clarify I said.... So you are Tiffany and you are Rosie?...pointing to each one. Then I said.... just so everybody knows who’s who... Sheena introduced herself and said that she came because she was Rosie’s friend. Tiffany spoke up that she would be her friend too. (I am unsure if that response seemed okay for Sheena. It felt to me that we had a sub-group of Tiffany, Rosie, and Sheena. I didn’t quite know what to do about that.)

I then brought up the issue of confidentiality and asked what they thought about a rule that “whatever is said here stays here.” Tiffany said that she didn’t want to keep what we talked about secret. She wanted to talk to her friends about what we talked about. Carmen said that she wouldn’t talk about anything because everyone would talk about it outside of group. Sheena said something to Rosie, asking Rosie if she had talked to Tiffany about what they were talking about. I think Rosie said “no” which seemed to be a problem for Tiffany. I still hadn’t heard anything from Joy or Rachael and little from Carmen. (I never thought about confidentiality as keeping secrets.)

I attempted to refocus the ladies on the issue of confidentiality by asking: As we talk about confidentiality, I am wondering if trusting each other was an issue. The group seemed to agree that they didn't feel comfortable enough just yet to talk about things. I agreed and said that I thought it takes time to develop a sense of trust.

Someone then talked about the idea of "friends". Joy said that she has friends at home, and she isn't looking to make friends here. Tiffany immediately jumped in and said that she would be Joy's friend. Joy kinda frowned and said, "I have enough friends". I don't think Joy's words made a dent with Tiffany. I asked if they thought that the group was meeting to develop friendships; except for Tiffany, the other members said "no." Tiffany said that she would be friends with them all. At one point she said that she was the "it" girl. Since this was the first group session, I didn't ask the group their response to this.

Not "fitting in" seemed to be the next theme that surfaced. Sheena said that she felt she didn't fit in because she was older than the rest. Later Carmen said that she was older...she was 18. I connected her with what Sheena said and Sheena nodded and said that she was 18 too (the commonality seemed to "spark" something in Carmen). I thought maybe there was some hope of separating out the bonds of the sub-group.

Later I asked Rachael about why she decided to come to the group. She appeared very shy and spoke very quietly. She said that her mother said she could come to the group after the social worker had called her and spoke about the possibility of Rachael attending. However, Rachael said that she didn't have any friends, as she usually has to be home after school. (I felt worried about her.) I attempted to make a connection between Rachael and Joy. I said: Joy, you tell us that you have a lot of friends and Rachael doesn't have so many; do you have any thoughts about that for Rachael? I wondered if Joy's strength might be helpful for Rachael to hear.) Joy smiled at Rachael and said: Maybe I could share a few friends with you? Rachael smiled.

Rosie talked about having 6 siblings (4 sisters and 2 brothers) who she has to take care of after school, so she must leave for home exactly at 4 PM. I agreed that we would start at 2:30 PM and end at 4 PM. Rosie agreed to keep her eye on the time so that we didn't run over. Later Carmen talked about having 8 siblings and working Friday through Sunday at a Bodega. I commented that it was a special thing that she made the time to come to group. Then I was able to make the connection that Rosie and Carmen have many siblings. I also said: Rosie did you think you would meet somebody who has almost as many brothers and sisters as you? Rosie shook her head "no".

I told the group the time was up, and we would have to end. Almost as an afterthought I asked if they would like me to bring in an activity next time. They asked about what kinds of activities, and I suggested an "ice breaker". They seemed to be open to that.

Impressions

This group of teenagers seems to be very hesitant to open. They seem not to be unsure if they should even "test the waters" to see if the group is safe. Knowing some of the members' backgrounds, they don't have easy lives. For the most part, they are carrying a lot of responsibility at home with their families, or in Carmen's case also working on weekends. I worry about regular attendance. Presently

there is little trust in the group for the issue of confidentiality as even a consideration. I think I have my work cut out for me.

Questions:

1. What ice breakers can I use?
2. Do you have any further background on Rachael? Is she okay?
3. How can I use Tiffany's strengths without allowing her to take over the group?
4. Do you have any suggestions as to how I can enable the group to consider issues of trust and confidentiality?

Appendix O

MACRO PROCESS RECORDING Suggested Narrative Format

Macro Practice Process Recording*
Suggested Narrative Format
Expe

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)

Summary 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.

All students must demonstrate that they are competent in the field of social work. In order to measure this, Core Competencies have been established by the Council on Social Work Education.

Please check off each Competency that you utilized during your interaction with you client/system. These competencies and associated practice behaviors are based on your knowledge, values, and skills.

☐ Competency 1. Demonstrate ethical and professional behavior
☐ Competency 2. Engage diversity and difference in practice
☐ Competency 3. Advance human rights and social, economic, and environmental justice
☐ Competency 4. Engage in practice-informed research and research-informed practice
☐ Competency 5. Engage in policy practice
☐ Competency 6. Engage with individuals, families, groups, organizations, and communities
☐ Competency 7. Assess individuals, families, groups, organizations, and communities
☐ Competency 8. Intervene with individuals, families, groups, organizations, and communities
☐ Competency 9. Evaluate practice with individuals, families, groups, organizations and communities

L.Z. Newland, Ph.D.
8/16

Appendix P

MACRO PROCESS RECORDING SAMPLE

Macro Practice Process Recording SAMPLE

Task/Assignment Name: Resource Guide

Date: October 8, 2021

Student Name: BSW Student
2021

Date of Supervisory Session: October 15,

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

Given the need for accurate information on resources available to clients of the agency, I was asked to develop a resource guide. Essential services to include in the resource guide are (1) basic needs, (2) health and mental health, (3) day care, (4) after-school programs, (5) employment services, (6) educational/vocational services and (7) legal services. The expectations are for each listing to contain a current contact person, telephone number, website and email address (if applicable). Since this task requires a great deal of planning and preparation, the completion date is April 1st.

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

To complete this assignment, I was informed of a Long Island online directory of services. I was also given some old print directories. I need to spend time examining the directories so I can be more familiar with the categories of resources. I will also need to meet with agency staff to find out the type of referrals that are commonly made.

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

Why does the agency need a resource guide? The 211 Long Island website seems to have a very expansive database. This project seems like something a clerical worker can do – how is this connected to social work skills?

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

The project is at the initial stage. I expect to focus on becoming familiar with the online and print directories and the process of providing referrals.

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

I would like to know more about the social work skills connected to this task. What are they and why are they important?

L.Z. Newland, Ph.D.

Appendix Q

EXPERIENTIAL NARRATIVE PROCESS RECORDING

Suggested Narrative Format*
Experiential Process Recording

Student Name

Learning Experience
Supervision
Date

Pre Engagement (Describe what was done to prepare for the experience and how you were oriented to the assignment).

Engagement (Provide a narrative account of the learning experience and explain all relevant details. Be sure to include your reactions, thoughts and feelings in italics)

Social Work Functions and Skills (Identify the social work functions i.e. advocacy, resource development, administration, education and skills that were evident in the activity).

Plans for Future Action (Discuss plans for follow up tasks if needed).

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

Supervisory Feedback

This format can be used as an alternative to the traditional “column” format and can be used to record experiences such as; shadowing, supervisory sessions, staff meetings. Student write the narrative in regular font and highlight reactions, thoughts and feelings in italics.

L.Z. Newland, Ph.D.

9/16

Appendix R

Mid-Semester Deficiency Report

DEPARTMENT OF SOCIAL WORK
MOLLOY UNIVERSITY
MID-SEMESTER DEFICIENCY REPORT
FOR FIELD EDUCATION

☐ **Fall** ☐ **Spring** ☐ **20**____

Student's Name _____
Last First Initial

Agency: _____

Field Supervisor: _____

Faculty Liaison: _____

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 Student

Date

Signature of Field Supervisor

Date

Signature of Faculty Liaison

Appendix S

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

Molloy University
Department of Social Work
Field Education Student Evaluation
2026-2027

Student: Student's Professor: Semester: Fall Spring <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="checkbox"/>	Agency: Field Supervisor: Hours Completed:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Grading Scale</th> </tr> </thead> <tbody> <tr> <td style="width: 20%; padding: 5px;">5 = Exceeding</td> <td style="padding: 5px;">Student meets skill level expectations with an excellent level of competency.</td> </tr> <tr> <td style="padding: 5px;">4 = Meeting</td> <td style="padding: 5px;">Student meets skill level expectations with competency.</td> </tr> <tr> <td style="padding: 5px;">3 = Developing</td> <td style="padding: 5px;">Student meets some skill level</td> </tr> <tr> <td style="padding: 5px;">2 = Emerging</td> <td style="padding: 5px;">Student inconsistently addresses skill level expectations</td> </tr> <tr> <td style="padding: 5px;">1 = Not Demonstrated</td> <td style="padding: 5px;">Student did not meet skill level expectations.</td> </tr> </tbody> </table>	Grading Scale		5 = Exceeding	Student meets skill level expectations with an excellent level of competency.	4 = Meeting	Student meets skill level expectations with competency.	3 = Developing	Student meets some skill level	2 = Emerging	Student inconsistently addresses skill level expectations	1 = Not Demonstrated	Student did not meet skill level expectations.
Grading Scale														
5 = Exceeding	Student meets skill level expectations with an excellent level of competency.													
4 = Meeting	Student meets skill level expectations with competency.													
3 = Developing	Student meets some skill level													
2 = Emerging	Student inconsistently addresses skill level expectations													
1 = Not Demonstrated	Student did not meet skill level expectations.													

Directions:

The following Field Evaluation has been specifically designed to measure the extent that Social Work Interns have achieved the field educational expectations. This form is to be completed by Field Instructors at the completion of each semester. The evaluative standard for each practice behavior measures competency for a foundation (BSW) level social worker.

Please rate each of the behaviors by checking the box that best describes the student's level of competency. **Narrative is essential** to illustrate the experiences student has had and to elaborate on the quantitative measure.

Supervisor and student must sign the last page – then hand deliver in a sealed envelope via student or SCAN the evaluation as an e-mail attachment to the Field Director, Dr. Amy Meyers (ameyers@molloy.edu).

EPAS #1 - Demonstrate ethical and professional behavior.	5	4	3	2	1
a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;					
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;					
c. use technology ethically and appropriately to facilitate practice outcomes;					
d. use supervision and consultation to guide professional judgment and behavior.					
Examples of how the student social worker has demonstrated ethical and professional behavior: Score (For Faculty Use Only) _____					
EPAS #2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice	5	4	3	2	1
a. advocate for human rights at the individual, family, group, organizational, and community system levels;					
b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice					
Examples of how student social worker has demonstrated competency in Advancing Human Rights and Social Justice: Score (For Faculty Use Only) _____					

EPAS #7 - Assess individuals, families, groups, organizations, and communities.	5	4	3	2	1
a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies					
b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan					
Examples of how the student social worker has demonstrated competency in assessing individuals, families, groups, organizations, and communities: Score (For Faculty Use Only) _____					
EPAS #8 - Intervene with individuals, families, groups, organizations, and communities.	5	4	3	2	1
a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;					
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies					
Examples of how the student social worker has demonstrated competency in intervening with individuals, families, groups, organizations, and communities: Score (For Faculty Use Only) _____					

EPAS # 9 - Evaluate practice with individuals, families, groups, organizations, and communities.	5	4	3	2	1
a. select and use culturally responsive methods for evaluation of outcomes;					
b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.					
Examples of how the student social worker has demonstrated competency in evaluating practice with individuals, families, groups, organizations, and communities:					
Score (For Faculty Use Only) _____					

- a. select and use culturally responsive methods for evaluation of outcomes;

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Examples of how the student social worker has demonstrated competency in evaluating practice with individuals, families, groups, organizations, and communities:

Score (For Faculty Use Only)

For Faculty Use Only

Competency	Score
1. Demonstrate Ethical and Professional behavior.	
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice	
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	
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. Assess Individuals, Families, Groups, Organizations, and Communities.	
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.	

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	
Total Score: _____	

Field Supervisor's Signature: _____ Date: _____

My field supervisor and faculty liaison/field seminar professor have discussed this evaluation with me, and I have received a copy.

Student's Signature*: _____ Date: _____

Faculty Liaison Signature: _____ Date: _____

*If the student does not agree with any aspect of this evaluation, it is recommended that the student include an addendum, describing his/her specific disagreement(s) and reason(s) for them.

Appendix T

Field Supervisor Assessment of Field Experience

(to be completed by supervisors
at the end of the Second Semester)

Molloy University
Department of Social Work
Field Supervisor Assessment of Field Experience

1. What has been the most rewarding aspect of your work with the student?

2. What has been the most challenging aspect of your work with the student?

3. Do you feel your student was appropriately prepared for a senior BSW level field placement?

☐ Yes ☐ No

4. Do you feel your student has been receptive to feedback? ☐ Yes ☐ No

5. Do you feel your student made appropriate/effective use of supervision? ☐ Yes ☐ No

6. Would you supervise another Molloy student in the future?

☐ Yes, would consider it
☐ Do not have the time.
☐ Other (explain)

7. Do you feel you were well-informed of the requirements of supervision? ☐ Yes ☐ No

8. Do you feel that the program's curriculum is aligned with opportunities available at your agency setting?

☐ Yes ☐ No

9. Has the faculty's feedback been helpful? ☐ Yes ☐ No

Summer visit ☐ Yes ☐ No

Orientation ☐ Yes ☐ No

Field Visits ☐ Yes ☐ No

a. If yes, in what way(s)?

b. How could each have been more helpful?

10. Did you feel you were able to provide the student with sufficient generalist practice social work learning opportunities? ☐ Yes ☐ No

Comment:

11. How did you feel about meeting the following requirements of the program?

a. Providing mandated supervision hours

b. Reviewing process recordings

d. Creating student assignments to fulfill all of the competencies and practice behaviors enumerated in the student field contract and evaluation form

e. Attending required field (Molloy) workshops

Suggested topics for Field Workshops:

Agency: *(optional)*

Name *(optional)*

Please complete this form and email to:

ameyers@molloy.edu

or, if you would like to remain anonymous, mail to:

Dawn Egan
Social Work Department
Molloy University
1000 Hempstead Ave
Rockville Centre, NY 11570

Appendix U

Student Evaluation of Field Experience (to be completed by students end of the First Semester)

Molloy University
Social Work Department

Student Evaluation of Field Experience

First Semester(Year) _____

Name of Student: _____

Date: _____

Field Agency: _____

Department/Program: _____

Field Supervisor: _____

Task Supervisor (if relevant): _____

Field Liaison (Practicum Instructor): _____

Please check (✓) the response to indicate the degree to which you agree with the statements below using the following scale:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Assessment of Field Agency	SA (4)	A (3)	D (2)	SD (1)
1. I am made to feel a part of the agency and the staff				
2. I received an orientation to the agency and assigned program				
3. I am able to attend staff meetings and/or case conference meetings				
4. I am assigned cases, groups, or project assignments relevant to my learning needs				
5. The assignments I received are appropriate to my education and development				
6. I am able to interact with other social workers				
7. I am able to interact with professionals from other disciplines				
8. I am able to work with my population of interest				
9. I find my placement to be a valuable learning experience				
10. I am provided with sufficient resources for me to do my assignments				
11. My agency is a supportive learning environment				
12. My agency is a positive model for delivery of human services in a professional manner				
13. My agency is a positive model for providing culturally appropriate services				
14. I am actively learning about ADEI				
15. My agency is preparing me for BSW generalist social work practice				
16. My agency provides opportunities for micro social work practice				
17. My agency provides opportunities for mezzo social work practice				
18. My agency provides opportunities for macro social work practice				
19. My agency provides opportunities for competency-based learning				

Comments: Please expand on any answers provided; in particular, if there are competency-based learning opportunities missing, please explain.

Please check (✓) the response to indicate the degree to which you agree with the statements below using the following scale:

SA = Strongly Agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

Assessment of Safety Protocol	SA (4)	A (3)	D (2)	SD (1)
1. My agency provides trainings on agency safety protocols				
2. I was informed of my agency's safety protocols				
3. I was informed of my agency's COVID policies				
4. I was provided with knowledge of risk assessment tools				
5. I was provided with information and/or resources on crisis management				
6. I was informed about discrimination/harassment policies				
7. I was educated about burnout/compassion fatigue				
8. I feel safety measures are in place at my agency				

Comments:

Please check (✓) the response to indicate the degree to which you agree with the statements below using the following scale:

SA = Strongly Agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

Assessment of Field Instructor	SA (4)	A (3)	D (2)	SD (1)
1. My supervisor provided orientation to the agency				
2. My supervisor facilitated my understanding and use of agency policies and procedures				
3. I regularly receive feedback from my supervisor regarding my progress				

4. My supervisor provides effective critique of my work				
5. My supervisor makes time available for regularly scheduled supervision				
6. My supervisor is available to answer my questions as needed				
7. My supervisor helps me work through my own feelings about my clients				
8. My supervisor encourages me to critically examine my performance				
9. My supervisor assists in my development as a culturally competent provider of services				
10. My supervisor facilitates my ability to participate in staff meetings or case conferences				
11. My supervisor informs me or encourages me to attend social work related workshops, in-service trainings, conferences, etc.				
12. My supervisor helps me to understand community resources and systems				
13. My supervisor facilitates my ability to collaborate with agency staff				
14. My supervisor provides me with relevant reading material regarding the population with whom I work				
15. My supervisor helps me to integrate theory with practice				
16. My supervisor provides me with knowledge about evidence-based \ practice				
17. My supervisor provides sufficient opportunity to work with clients/client systems				
18. My supervisor provides me with a variety of experiences within a generalist social work practice framework				
19. My supervisor helps me conceptualize goals and objectives for my clients				
19. My supervisor engages with me regarding my capstone project				

Comments:

Overall Assessment:

This field placement is satisfactory as is Yes [] No[]

If no, the main aspect of this field placement in need of change is:

My recommendation regarding using this agency as a placement for next year:

_____ Definitely continue

_____ Do not continue

_____ Continue under condition (please specify)

.

My recommendation regarding continued use of this supervisor for next year is:

_____ Definitely continue

_____ Do not continue

_____ Continue under condition (please specify)

12/1/23 AM

Appendix V

Student Evaluation of Field Experience
(to be completed by students end of the Second
Semester)

Molloy University
Social Work Department

Student Evaluation of Field Experience

Second Semester (Year) _____

Name of Student: _____

Date: _____

Field Agency: _____

Department/Program: _____

Field Supervisor: _____

Task Supervisor (if relevant): _____

Field Liaison (Practicum Instructor): _____

Please check (✓) the response to indicate the degree to which you agree with the statements below using the following scale:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Assessment of Field Agency	SA (4)	A (3)	D (2)	SD (1)
1. I was made to feel a part of the agency and the staff				
2. I received an orientation to the agency and assigned program				
3. I was able to attend staff meetings and/or case conference meetings				
4. I was assigned cases, groups, or project assignments relevant to my learning needs				
5. The assignments I received were appropriate to my education and development				
6. I was able to interact with other social workers				
7. I was able to interact with professionals from other disciplines				
8. I was able to work with my population of interest				
9. I find my placement to be a valuable learning experience				
10. I was provided with sufficient resources for me to do my assignments				
11. My agency was a supportive learning environment				
12. My agency was a positive model for delivery of human services in a professional manner				
13. My agency was a positive model for providing culturally appropriate services				
14. I actively learned about ADEI				
15. My agency prepared me for BSW generalist social work practice				
16. My agency provided opportunities for micro social work practice				
17. My agency provided opportunities for mezzo social work practice				
18. My agency provided opportunities for macro social work practice				

19. My agency provided opportunities for competency-based learning				
--	--	--	--	--

Comments: Please expand on any answers provided; in particular, if there are competency-based learning opportunities missing, please explain.

Please check (✓) the response to indicate the degree to which you agree with the statements below using the following scale:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

**please pay particular attention to these needs being addressed in the Spring (if they were not tended to in the Fall)*

Assessment of Safety Protocol	SA (4)	A (3)	D (2)	SD (1)
1. My agency provided trainings on agency safety protocols				
2. I was informed of my agency's safety protocols				
3. I was informed of my agency's COVID policies				
4. I was provided with knowledge of risk assessment tools				
5. I was provided with information and/or resources on crisis management				
6. I was informed about discrimination/harassment policies				
7. I was educated about burnout/compassion fatigue				
8. I feel safety measures are in place at my agency				

Comments:

Please check (✓) the response to indicate the degree to which you agree with the statements below using the following scale:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

Assessment of Field Instructor	SA (4)	A (3)	D (2)	SD (1)
1. My supervisor provided orientation to the agency				
2. My supervisor facilitated my understanding and use of agency policies and procedures				
3. I regularly received feedback from my supervisor regarding my progress				
4. My supervisor provided effective critique of my work				
5. My supervisor made time available for regularly scheduled supervision				
6. My supervisor was available to answer my questions as needed				
7. My supervisor helped me work through my own feelings about my clients				
8. My supervisor encouraged me to critically examine my performance				
9. My supervisor assisted in my development as a culturally competent provider of services				
10. My supervisor facilitated my ability to participate in staff meetings or case conferences				
11. My supervisor informed me or encouraged me to attend social work related workshops, in-service trainings, conferences, etc.				
12. My supervisor helped me to understand community resources and systems				
13. My supervisor facilitated my ability to collaborate with agency staff				
14. My supervisor provided me with relevant reading material regarding the population with whom I work				
15. My supervisor helped me to integrate theory with practice				
16. My supervisor provided me with knowledge about evidence-based \ practice				
17. My supervisor provided sufficient opportunity to work with clients/client systems				
18. My supervisor provided me with a variety of experiences within a generalist social work practice framework				
19. My supervisor helped me conceptualize goals and objectives for my clients				
19. My supervisor engaged with me regarding my capstone project				

Comments:

Overall Assessment:

This field placement is satisfactory as is Yes [] No[]

If no, the main aspect of this field placement in need of change is:

My recommendation regarding using this agency as a placement for next year:

_____ Definitely continue

_____ Do not continue

____ Continue under condition (please specify)

.

My recommendation regarding continued use of this supervisor for next year is:

_____ Definitely continue

_____ Do not continue

_____ Continue under condition (please specify)

12/1/23 AM

Appendix W

Administrative Form # 1

Application for Field Education

Molloy University Department of Social Work
Application for Field Education 2027-2028

Student Name: _____
Last First

Gender Identity: _____ Date of Birth: _____

Current Address: Street: _____

City: _____ State: _____ Zip: _____

Phone: () _____ () Mobile () Home

Other Phone: () _____ () Mobile () Home

Molloy Email: _____

Do you plan to apply 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 your internship? ____Yes ____No

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

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.

Signature

Students are required to complete 400 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. Please note that you should provide at the minimum, two full days on Tuesday, Thursday or Friday.

Monday:	From:	To:
Tuesday:	From:	To:
Wednesday:	From:	To:
Thursday:	From:	To:
Friday:	From:	To:
Saturday:	From:	To:
Sunday:	(Plan to complete your hours during the other days of the week since Sunday is rarely available.)	
	From:	To:

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.

Internship experience - If you have completed an internship at another institution, please complete the following information regarding your experience:

Location:

Summary of Experience:

Please complete your application by adding any information about yourself (academic or personal) that might help with your field placement process. Consider any work or volunteer experiences that you think will benefit you in field education. Identify any current concerns that may hinder your success in field education.

Revised 8/2026
AM

Appendix X
Administrative Form # 2

Application for Work/Study
Field Placement

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 simultaneously complete 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.

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) _____

Director of Field Education

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 Y

Administrative Form # 3 Agency Placement Request Form



Department of Social Work
1000 Hempstead Avenue
P.O. Box 5002
Rockville Centre, NY 11571-5002

FIELD EDUCATION - AGENCY PLACEMENT REQUEST FORM

Date: _____

Agency Name:

Division/Department/Program:

Address:

Number Street City Zip Code

Agency Phone: _____

Agency Director:

Name Phone Email

Educational Coordinator:

Name Phone Email

Field Supervisor:

Name Phone Email

Field Supervisor	License #	Institution and Date of MSW	SIFI Seminar Completed?	Length of time at agency	New to Supervising Molloy Students?
			___ No ___ Yes		___ No ___ Yes
			___ No ___ Yes		___ No ___ Yes
			___ No ___ Yes		___ No ___ Yes

Agency: First time working with Molloy student: Yes _____ No _____

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:

Able to accept Spring starts (Internship from January through December with a break in the summer):

Yes _____ No _____

Language:

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

Does your agency require any of the following?

Physical exam	☐ No	☐ Yes ☐ If yes, can agency provide exam? ☐ ☐ If yes, is a prior exam acceptable? How recent?(months)_____
Tests/immunizations: PPD/TB, Rubella, Measles, Chicken pox, Other:	☐ No	☐ Yes ☐ If yes, please specify: _____

Fingerprinting	☐ 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.

☐ Aging, Gerontological social work	☐ Health
☐ Alcohol, drug, or substance abuse	☐ Mental health/community mental health
☐ Child welfare	☐ Rehabilitation
☐ Corrections/criminal justice	☐ School social work
☐ Developmental disabilities	☐ Social services
☐ Family services	☐ Other
☐ Group services	

Specialization: Check all that apply.

☐ Adolescent/Pregnancy	☐ Dual Diagnosis/MICA	☐ LGBTQ
☐ Alzheimer's/Dementia	☐ Eating Disorders	☐ Physical Disability
☐ Cognitive/Behavioral Treatment	☐ HIV/AIDS	☐ Trauma
☐ Crisis Intervention	☐ Homelessness	☐ Vocational
☐ End of Life/Palliative Care	☐ Immigrant Populations	☐ Other (specify) _____
☐ Domestic Violence	☐ Legal Processes & Systems	

Types of assignments:

☐ Advocacy, client	☐ Crisis intervention	☐ Lobbying
☐ Advocacy, legal	☐ Education, training	☐ Needs assessment
☐ Assessment	☐ Fundraising, grant writing	☐ Outreach
☐ Case management	☐ Group work	☐ Policy analysis
☐ Community organizing	☐ Home visits	☐ Program development
☐ Concrete services	☐ Information referral	☐ Research/data collection
☐ Counseling		☐ Other (please describe) _____

Agency Accommodations (Check all that apply):

A. Physical facilities	
☐ Private student office	☐ Elevator
☐ Shared student office	☐ Wheelchair accessibility
☐ Individual desk	☐ Special equipment (e.g., TTY, visual aids)
☐ Confidential interviewing area	☐ Use of computer
B. Telephone	
☐ Private phone	☐ Shared phone
C. Administrative support	

☐ Shared administrative support ☐ No administrative support
D. Special education opportunities ☐ In-service training ☐ Consultation ☐ Seminars ☐ Conferences
E. Safety protocol ☐ Training ☐ Orientation ☐ Manual of Policies

How many Molloy University Social Work BSW Practicum 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. Amy Meyers, Director of Field Education
ameyers@molloy.edu**

Revised 12/10/23: AM

Appendix Z
Administrative Form #4

Contractual Agreement for
Completion of Hours

**MOLLOY UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FIELD EDUCATION**

CONTRACTUAL AGREEMENT FOR COMPLETION OF HOURS

Students who have not met the required practicum total of 400 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 _____.

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 Supervisor signature: _____ Date: _____

Director of Field Education: _____ Date: _____

Appendix AA
Administrative Form #5

Contractual Agreement for Extended
Summer Hours

**MOLLOY UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FIELD EDUCATION**

CONTRACTUAL AGREEMENT FOR EXTENDED SUMMER HOURS

Students who have been requested by their school field placement or agency to extend the academic year through June are still required to complete a total of 400 hours of field practicum. These required 14 hours a week in the field can be accommodated so as not to exceed the 400 hours overall by configuring a schedule of @12 hours a week for said weeks.

Student Name: _____

Agency: _____

I agree to continue to work at the practicum through June _____.

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

Student signature: _____ Date: _____

Faculty Liaison signature: _____ Date: _____

Field Supervisor signature: _____ Date: _____

Director of Field Education: _____ Date: _____

Appendix BB

Evaluation of Professional Dispositions

Social Work Professional Dispositions

Professional Disposition	Description
Responsible/Professionalism	Demonstrates such behaviors as being punctual, consistent in behavior, follows instructions, meets deadlines, completes tasks efficiently, prepares materials. Takes ownership of academic experiences and successes; takes initiative to learn and be academically successful; takes ownership of own actions.
Communication	Communicates effectively with peers and professors; contributes to classroom learning; uses oral, written and digital communications professionally; communicates in a non-judgmental professional manner.
Respectful	Consistently demonstrates respectful interactions with faculty, administrators, staff and peers. Responds in a respectful manner when challenged or presented with critique.
Open-Minded/Flexible	Is flexible and willing to consider and try out new ideas; open to different perspectives; able to accept constructive feedback.
Self-Reflective	Engages in self-evaluation; able to know when to seek help and when to work independently; uses feedback to make improvements; strives for personal and professional growth.
Ethical	Avoids violations of academic integrity, including but not limited to, plagiarism, fabrication, or cheating. Demonstrates truthfulness and honesty.
Commitment to ADEI	Awareness of racism, oppression, privilege, and power; demonstrate cultural humility; engage in anti-racist practice; understand the impact of multiple identities and intersectionality.