

MSW FOUNDATION FIELD PLACEMENT MANUAL

Eastern Michigan University School of Social Work

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EASTERN MICHIGAN UNIVERSITY SCHOOL OF SOCIAL WORK

INTRODUCTION

The Eastern Michigan University School of Social Work Field Program depends on the professional input and support of our agency field instructors. It is the support and cooperation of the affiliated field agencies and the field instructors that enables us to provide professional social work education for our students.

This Field Placement Manual is intended to be a comprehensive guide to the purposes, structure, and policies of the MSW Field Placement Program. It is designed for use by students, field supervisors, and field faculty liaisons in Social Work 588 and 589 (foundation) and in Social Work 688/689 (advanced). This manual is divided into two parts. The body of the manual contains a description of the program, its focus, and the policies which guide it. The second part of the manual provides sample copies of application agreements, evaluations, and other relevant forms. These can be copied for use at the end of the semester. In addition, a link to the Educational Policy and Accreditation Standards of the Council on Social Work Education website is located on the last page of the manual, as well as the University's policy on Harassment and the NASW Code of Ethics. The School abides by the University's policy of equal employment opportunity and non-discrimination.

The Field Placement program is a team effort. Within the EMU School of Social Work, the Field Director and Field Coordinator administer the field program by recruiting agency participation, providing the oversight for the agencies affiliated with the University, and by matching and assigning students to field placement sites. The Field Instructors are professional social workers (with MSW degrees and two years post-master's experience) who are designated by their agencies and the EMU Field Program to provide field supervision to MSW students. Faculty Field Liaisons are the EMU Social Work faculty who teach the accompanying field seminars and who visit the students and agency Field Instructors once each semester. When students are in field placement, the Field Liaisons work with the agencies and students regarding their learning experiences and academic requirements.

Feedback or questions about students' performance, attendance, and involvement in the agency should be addressed to the liaison once the semester has begun. In the event that a field instructor cannot reach the liaison, the Field Director or Coordinator can be contacted and we will forward the message.

SCHOOL MISSION

The Eastern Michigan University Social Work Program is committed to the empowerment of impoverished, oppressed, vulnerable, and underserved populations; the creation of social welfare policy based on a strengths perspective; advancement of community problem solving; leadership in organizations and communities.

Graduates of the program will be committed and able practitioners who can work to alleviate social problems and enhance the competence of individuals, groups, and communities for engaging their environments to improve social functioning and provide opportunities. The Social Work Program prepares students for culturally competent and gender sensitive practice.

At the undergraduate level, the Social Work Program prepares students for entry-level generalists' practice in agency settings. Upon completion of their baccalaureate degree, they will have the knowledge, skills, and an integration of professional and personal values to enable them to provide direct social work services to varying size client systems, ranging from individuals and families to organizations and communities. The undergraduate program also prepares students to enter graduate social work education.

At the graduate level, the Social Work Program prepares students for advanced practice serving one of three populations: services for families and children, services for persons with serious mental illness and/or chemical dependency, or services to aging. The graduate program gives priority to applicants who, through their past experience, have demonstrated a commitment to the stated mission of the school, who have current employment in social service agencies, and who need a part-time program in evenings/weekends.

ACCREDITATION

Eastern Michigan University is a non-profit public institution accredited by the North Central Association of Colleges and Universities. The School of Social Work is in the College of Health and Human Services and is a member of the Michigan Association of Baccalaureate Social Work Educators.

The BSW Program has been fully accredited since 1974 by the Council of Social Work Education (CSWE). It was one of the first undergraduate programs in the state and is now one of the largest. The MSW Program became fully accredited by CSWE, effective February 1992. The EMU student body reflects the cultural diversity of Southeastern Michigan. The School of Social Work class schedule is geared to meet the needs of both traditional students and non-traditional students, including those who are working and older students returning to school. The CSWE's Educational Policy and Accreditation Standards (EPAS) guide the development and operation of all MSW programs. It details how the MSW curriculum is constructed in order to provide students with a coherent and integrated professional education. This document can be obtained from the CSWE website.

EMU MSW PROGRAM OVERVIEW

The MSW program focuses on society's most underserved populations in ways that are empowering to them. Specifically, the program focuses on the needs of families in poverty, neglected and abused children, those persons made vulnerable due to severe and persistent mental illness and/or chemical dependency, and older persons facing problems related to aging.

All students are required to take courses on social justice and empowerment as well as courses specific to working with oppressed populations such as women and people of color. Field placements are made in non-profit and public agencies that are committed to working with client populations who are victimized by social forces operating in our society.

A major goal of the MSW program is to provide graduate education in social work to human service providers who, for economic or other reasons, cannot leave their current employment to attend graduate school full-time. Opportunities for part-time, evening, and weekend courses, as well as negotiated work site placements are the cornerstone of this commitment. Students who cannot do work site placements will need to be available for field placements during more traditional agency hours. This may mean arranging to take personal leave, vacation, or working flex time in employment in order to be available 16-20 hours a week for a field placement assignment in a community agency. Students cannot expect to do non-work site placements in the evening or on weekends.

Both BSWs and non-BSWs with a demonstrated commitment to serving oppressed populations in the above-mentioned specialty areas are eligible for admission. The intent of this program is to enhance the quality of service provided to the target populations through strengthening the skills of those committed to providing innovative and empowering services to them.

FIELD PLACEMENT PROGRAM OVERVIEW

The Field Placement Program is an integral part of the curriculum in the Masters of Social Work (MSW) Program at Eastern Michigan University. Agency settings within the community provide students with practice experiences working with individuals, groups, families, and communities. These direct and indirect service experiences provide students with the opportunity to operationalize social work values and apply the knowledge and skills learned within the foundation and advanced years of the program. Specifically, settings which serve poor, oppressed, vulnerable, and underserved populations are sought. Additionally, agencies and organizations which use an ecological-systems empowerment perspective in their work support the philosophical orientation of the MSW Program. Professional leadership may be developed through the use of empowering techniques in direct services, program development, program evaluation, and/or administration.

Agencies used as field placement sites are an extension of the Eastern Michigan University School of Social Work programs. As such, they must be suitable learning environments with a commitment to collaborative process of educating students in the field of social work. In addition, legal affiliations are developed with the agencies in which students are placed.

Students entering the program without a BSW have two different placement sequences (Social Work 588/589 and Social Work 688/689). During the foundation year placement (Social Work 588/589), students are assigned to an agency which provides them with practice opportunities consistent with the generalist's knowledge and skills, areas learned during this phase of the program. During the advanced part of the program (Social Work 688/689), students who have completed the foundation

requirements will be assigned to agencies which provide them with experiences in advanced social work practice in their chosen concentration.

Students entering the program with a BSW and who have been accepted into the Advanced Standing Program will be required to complete the advanced year placement (Social Work 688/689). Students may complete both field placement requirements in the same agency/organization if suitable learning experiences can be provided for each year and if the agency meets the student's concentration requirements. Students will be assigned to field placements by the Field Placement Director and/or Coordinator.

Students may request to use their places of employment as a field placement site if the agencies meet all the standards for field placements established by the Social Work Program, as well as the additional requirements for work site placements. (See page 9 of the Field Manual.) In addition to other requirements during the advanced field placement (Social Work 688/689), the agency and the field instructors' expertise must match the student's chosen concentration whether it is a work site or non-work site placement.

FIELD PLACEMENT POLICIES AND PROCEDURES

The professional practicum is a major component of graduate education in the MSW program. Social service agencies and the School of Social Work have joined in designing and providing opportunities for students to learn and practice new skills in supervised field placement settings. In the field setting, students have the opportunity to make appropriate connections between practice, their values, and their knowledge base. The field placement experience is intended to assist students in integrating knowledge and skills from all areas of the curriculum. Students may not substitute work experience for field placement requirements.

POLICIES AND PROCEDURES

FIELD HOURS

CSWE requires that all students graduating with an MSW complete a minimum of 900 hours in field placements. Students who have not graduated with a BSW complete two field placement sequences. Students with a BSW who have not been admitted to Advanced Standing status also complete both sequences. During the Foundation placement, they complete 400 hours in an agency setting that can provide opportunities for learning generalist social work practice skills. These placements are completed in a winter, summer semester sequence (January – August) in one assigned agency. In winter semester, they complete 200 hours; in summer, they complete 200 hours at 16 hours a week. Students who enter the program with a BSW and who have been admitted in Advanced Standing do not complete this sequence since they have already completed a field placement of at least 400 hours in an accredited BSW Program.

In the advanced curriculum students complete 500 hours of field work in agencies that provide specialized experiences in the student's area of concentration. This sequence is completed in fall, and winter semesters. In fall semester, students complete 250 hours at 16-20 hours a week and in winter, they complete 250 hours at 16-20 hours a week. All students complete the advanced sequence of field placement.

Field placement hours are expected to be completed over the course of the entire semester. Specific arrangements regarding field hours are to be negotiated with the Field Director and Coordinator at the time the students apply for Field. The specific hours and days will then be confirmed through negotiation between the Field Instructor and student in the field placement contract, which must be approved by the Faculty Liaison. Students may not enter field placement before the semester begins and they may not finish field placement before the end of the placement courses.

Students with special or unforeseen circumstances that may require individual arrangements to fulfill responsibilities, as indicated in the Field Placement Policies and Field Seminar course outline, must inform their Field Instructor and Faculty Liaison in advance or as soon as the unforeseen circumstance becomes known. However, students cannot be out of field placement for more than two weeks and still remain in the sequence. Students who will be out of field for more than two consecutive weeks will be required to meet with the Liaison and the Field Director regarding a new Program of Study that requires them to retake the course, since field placement is not offered as a block placement or as an independent study in this sequence.

If students miss field hours for any reason, they must make special arrangements to make up the work and the time during hours agreed to by the Field Instructor and the Faculty Liaison. Students must satisfactorily fulfill all their field placement responsibilities and field seminar requirements in order to receive a passing grade of "B" or higher. Failure to attend seminar and/or to be out of placement at any time without proper notification to the Field Instructor and Faculty Liaison may be grounds for dismissal from field placement or for receiving a failing grade.

On the rare occasions when a grade of incomplete is awarded, the student must work directly with their field instructor to resolve the reason for the incomplete. All incompletes should be resolved as soon as possible and in accordance with university policy. Students who have had repeated absences in field seminar and/or field placement, without a valid reason or informing the Field Instructor and/or Faculty Liaison, may be terminated from placement immediately. Students are to follow the scheduling patterns for full or part-time students which appear on their plans of study.

FIELD ASSIGNMENT

The Field Placement Director and Coordinator are responsible for assigning students to agencies for their field work experience. **Students may not find their own placements.** Only agencies which have been designated as appropriate field placement sites may be used for field placement. Agencies must meet the requirements established by the School of Social Work and must be approved by the field director to be used as a field site. Students are placed in public or non-profit [501(c)(3)] agencies, only. Students may request work site field placements if the agency meets all placement requirements. When students have limited hours in which to do field placement, this is often the best solution. (See pages 9 for criteria).

While the Field Office makes efforts to match students' interests and geographical preferences when making placements, the volume of students needing placements means that not every student can have every request granted. It is expected that students will enter the field agency with which they have been matched and meet their educational requirements in that agency setting. Students who initially object to the agency to which they are referred, will be given no more than one additional referral from the Field Office. Additionally, students who interview at more than two agencies and cannot obtain placement will not be referred again. After these points, the student's advisor will be notified and an academic review requested.

If both the faculty field liaison and student request that the student be placed in another agency after the start of the placement, the Field Director will review the situation using the information from the Field Placement Review form. In cases that warrant a change, no more than one additional placement referral will be made. This will be done only when there were no allegations of ethical and professional breaches during the first placement and the reason for the failure of the placement is not because of student behaviors. Students should not expect to take field hours accumulated in one agency to another agency. (Exceptions to this policy must be made in writing by the Field Director and only after request by the faculty field liaison based on circumstances beyond the student's control.) In short, the field experience at both the foundation (588/589) and the advanced levels (688/689) are considered to be integrated learning opportunities and cannot be divided among agencies without an exception to policy based on extenuating circumstances being made by the Field Director.

FIELD REQUIREMENTS

Students must apply and be initially approved for field placement before enrolling in field courses. This must be done prior to each field placement sequence (before Social Work 588 and before Social Work 688). A field placement application must be obtained from the Field Director, completed by the student, and returned with a current resumé to the Field Director's office by the date set by the Field Director. The deadline is usually March 10 for students planning to enter field placement in Fall/Winter, and September or October 10 for students planning to enter field placement the following Winter/Summer terms. The field placement is contingent on meeting all requirements to enter field prior to the application and prior to the start of the semester in which field placement is scheduled. If students do not meet the requirements prior to the start of the semester, the student will be required to drop the field course or receive an "E" for the course. Students who do not meet the requirements may not enter field or attend field seminar classes. If the requested placement is in a work setting, the student must attach the "Request and Agreement for Work site Placement" form to the field application. **It is the responsibility of the student to monitor his/her scheduled time to enter Field Placement and to successfully fulfill field placement requirements for graduation.** Late or incomplete applications can result in a student having to delay field placement for an entire year. Students who have not completed foundation field placement cannot progress to the Advanced MSW concentration classes.

Students are eligible for **foundation** year field placement after having completed Social Work 510 (Communication) with at least a grade of "B." Students entering field placement must have a 3.0 overall grade point average. SWRK 520 (Generalist Practice) must be taken concurrently with SWRK 588, and students must receive a grade of "B" in both courses in order to continue in the field. All foundation level requirements must be taken prior or concurrently with the foundation field courses. Students may not enter foundation field placement with any "Incompletes" on their transcripts.

All students entering **advanced** year placement must have at least a 3.0 overall grade point average and no incompletes on their transcripts. To be eligible for advanced field placement, students must also have completed all foundation level courses. Part-time students must have taken SWRK 610 Empowerment and full-time students must take it concurrently with SWRK 688. Students must attain a grade of B or better in SWRK 610 and all required practice courses taken prior to or during field placement in order to enter or progress in the field courses. Any student who drops SWRK 610 or their required concentration practice course(s) must withdraw from the field that semester.

To continue the second semester of each field placement course, students must complete all their hours and earn at least a "B" grade in each of the first semester field courses. Under no circumstances may students begin to work on the hours of their second semester without having received a grade of at least a "B" in their first semester of field.

Students must attend field placement seminar and fulfill all its requirements and complete required field placement hours in the field in order to receive a passing grade of at least a "B" for a placement course. Students cannot be placed in the field without meeting the academic prerequisites for the courses. This includes receiving at least a grade of C in all Social Work courses and a B in practice courses and maintaining a GPA of at least a 3.0.

FIELD SEQUENCE

Students must complete all field courses in sequence. This includes the foundation year field placement courses Social Work 588 and 589 as well as the advanced year field placement courses Social Work 688 and 689 (See Field Placement Scheduling Pattern included in the Field Placement Manual). Students may do their foundation and advanced field placement in the same agency if appropriate learning experiences are available for both levels of practice. In these situations, students must apply for each sequence using the regular procedures outlined above. While it is possible to be reassigned to a previous field placement site, this decision is made at the Field Director's discretion. All field placements are agency-based and students must be available to complete placements during hours and in places where the agency normally conducts business. Students are placed by the Field Office with agencies, not specific field instructors. If a field instructor leaves the agency during placement, another field supervisor with the requisite qualifications may be assigned from within the agency.

PLACEMENT IN WORK SETTING

Students requesting to use their place of employment as a field site for either the foundation and/or the advanced field placement experiences must complete a "Request and Agreement for Work site Placement" form and attach it to the Field Placement Application. This form requires that the student detail current job responsibilities and propose alternative duties that meet educational requirements for field placement. Students must take the initiative in preparing a work site proposal. The Field Director is available to consult with students and agency personnel regarding requirements. For students in their advanced year (SWRK 688/689), the field placement agencies and assignments must match the students' chosen concentrations.

The student must obtain agreement from his/her work supervisor, field instructor, and agency director (or designated administrator) in order to be considered for assignment to a work site placement. The employing agency and the student must determine how a placement will be accomplished. Options include: 1) the student is released to do placement hours in lieu of other job responsibilities; 2) a combination of work and outside hours are used; or 3) all hours are above and beyond normal work hours. Students and agency administrators have been very creative in these decisions. Students sometimes use leave, vacation, or flex-time to accomplish the required field placement time. The Field Director does not negotiate the time considerations beyond ensuring that the required number of field hours are accomplished in significant blocks of time and ensuring that if students are working full-time and conducting their field placements over and above work hours, they do their field placements at a rate of 16 hours per week in blocks of time of at least four hours each. Students are expected to have at least six hours of day time hours in the agency in order to obtain supervision, attend staff meetings, and participate in the daily routines of the organization in the student role.

Once the application is made, the Field Director or Coordinator will contact appropriate agency personnel to determine if the proposal meets all field placement requirements. The written "Request and Agency Agreement for Work Site Placement" must designate a Field Instructor who is different from the student's regular employment supervisor. This Field Instructor must be an integrated member of the agency with assignments in the agency other than student supervision. This request must demonstrate that the learning experiences are clearly differentiated from regular work assignments. These written forms must also be attached to the Field Placement Application. In addition, an affiliation agreement must be signed by both the official agency representative and Eastern Michigan University before the student begins her/his field placement. The affiliation agreement is initiated by the EMU attorney's office at the Field Director's request.

In summary, agencies where students are employed must meet all of the same criteria as other agencies in order to be designated a field placement site, including:

- Work site placements must be in public or non-profit [501(c)(3)] agencies.
- Work site field assignments must be done in significant blocks of time of at least four hours each that are designated in their field contracts and are different than their working hours.
- Field placement assignments must be significantly different from the normal work assignments.
- An appropriate MSW supervisor with at least two years of post-master's experience and who is not the student's normal work supervisor must be designated. This person must be a part of the agency in which the student is working and be available for a minimum of one hour of face-to-face supervision a week.
- At the advanced placement level (Social Work 688/689), the agency and the supervisor's fields of practice must match the student's concentration.

FIELD SEMINAR, FACULTY LIAISON, AND PLACEMENT

Students enrolled in Social Work 588/589 and Social Work 688/689 **are required to attend an accompanying seminar.** Each field sequence must be taken in consecutive semesters in the same section. In the seminar, the instructors, as well as peers, provide additional professional input and consultation to field placement students. The seminar instructor is the "Faculty Liaison" to the field agency and is responsible for monitoring the learning experience and evaluation of each student's professional performance in the agency setting. The faculty liaison will visit with the student and field instructor at the agency at least once each semester. Once the semester has begun, all student concerns about field placement should be taken to the faculty liaison for initial problem-solving, not to the Field Office. Students continue in field throughout the semesters that they are in field seminars. Students cannot complete their placements early, although they may negotiate with the Field Director, liaison, and agency supervisor to work during breaks and vacations to make up hours. Hours must be completed at no less than 12 hours per week and no more than 20 hours a week. The usual number of hours per week is 16 throughout the placements.

EVALUATION AND GRADING

Grades in the field placement courses are assigned by the faculty liaisons. Each liaison will provide the student with a syllabus detailing the specific assignments and requirements of the course. The following are the general criteria that are expected in every field class.

Students are responsible for:

- Developing a learning contract with the field instructor to set goals at the beginning of each semester
- Using the contract to track accomplishment of learning goals and to obtain feedback on assignments in the field
- Keeping a log of all field hours
- Participating in mid-semester and end-of-semester evaluations with field instructor
- Participating in weekly supervision with field instructor
- Following the NASW Code of Ethics at all times

Faculty liaisons use the following sources of information for grading:

- Student's evaluation of his/her work in the field
- Field instructor's written and oral evaluation of the field work
- Faculty field liaison's visit to the agency
- Student's written and oral participation in the seminar

The grades in field courses are based on a combination of the seminar and the field placement evaluations. **Students must pass the requirements in both the seminar and in the field portions of the course in order to obtain a passing grade in a field course.** Students should read their field syllabi closely to determine how these pieces fit together in their sections of the courses. The faculty field liaison is the instructor of record in a field course and awards all grades. Students receive letter grades at the end of 588, 589, 688, and 689.

Faculty liaisons will deal with any concerns regarding professional behavior in the field or in the seminar portions of this class. Students who violate the NASW Code of Ethics are subject to dismissal from the Social Work Program and will receive an "E" in Field Placement.

LIABILITY

Eastern Michigan University provides general liability insurance for students while they are performing activities that are a part of their field work assignment. Students are not covered for any criminal activity. If the field agency does not have additional insurance that covers interns, students may consider purchasing additional liability coverage through the National Association of Social Workers (NASW).

HOME VISITS

In many social agencies, home visits are a part of the social worker's role. In some agencies, agency cars and/or mileage reimbursement are available. In others, it is not. Students may be required to use their cars for home visits and agency visits during the course of field placement. Students should check with their insurance company to be sure that they have appropriate coverage. Just as in a typical course there are costs for books and materials, field placement students may incur costs related to driving to and from placement and to field agency visits. Some agencies reimburse these costs and some do not.

TRANSPORTING CLIENTS

In some agencies, transporting clients is part of the social worker's role. However, the School of Social Work does not require that students use their personal vehicles for transporting clients. If students are asked to transport clients, but do not feel they can do this, they should tell the agency supervisor. If this is still an issue, the faculty field liaison can become involved in negotiating other assignments with the supervisor.

In any case, students are required to have appropriate automobile insurance coverage for their own transportation. If they are going to transport clients, they will need to check with their auto insurance companies regarding appropriate coverage. It is advised that without such coverage, clients should not be transported in students' cars.

HEALTH INSURANCE

The University does not carry any health insurance for students while in field placement. However, all students are advised to have health insurance coverage. Students should consult with the EMU Student Government for information on the University's group policy if no other insurance is available. All inoculations should be current. In some agencies, students are required to provide health information and proof of health insurance prior to acceptance in placement.

In some social agency settings, there are risks from contagious disease. Students should discuss these risks and protections with the supervisor. In some agencies, students will be asked to use universal health care precautions. All students who are involved with medical records or with issues regarding the health of their clients are required to follow applicable privacy rules. Students should consult with the Health Insurance Portability and Accountability Act of 1996, (HIPAA), updated with Privacy Rules in 2000 and 2003 and with Security Rules in 2005 and 2006.

SAFETY

In some client situations, there may be a risk of violent or unpredictable behavior. Students should discuss issues involving safety with their supervisors and take appropriate precautions to avoid such situations. In all cases, students should develop a plan with their supervisors for dealing with these unusual events should they arise.

OTHER HUMAN RESOURCE ISSUES

Students may be asked to submit to criminal background checks and/or to drug testing by agency human resource departments. Agencies have their own standards regarding issues that might prevent students from being accepted for a field placement. Agencies have the right to terminate any student who does not meet the human resources requirements of the agency.

STUDENTS EMPLOYED FULL TIME WHEN IN FIELD PLACEMENT

The MSW program is designed as a part-time program to accommodate the needs of employed students. It is expected, however, that learning in the field placement will not be compromised by students' employed status. To this end, it is important that students negotiate "flex-time" with their employers so that they can accomplish the goal of becoming an integrated member of an

organization/agency team. This often requires daytime hours for staff meetings, supervision, consultation, training, and possibly some service supervision. Efforts will be made to assist employed students in obtaining placements with some weekend and evening hours. However, students must be available for placement during the times that professional social work practice is occurring in agencies and may have to find a way to have day time hours for placement. Placements that are completed entirely outside regular daytime work hours are rare and may limit the types of experiences available to the student. In addition, in many settings, it is difficult to understand the context of the work without access to the daytime activities and routines of the organization/agency. It is expected that students will be available for a block of at least six hours of daytime hours in every field placement. If students cannot work out the needed hours, they may need to delay their placements.

EXCEPTIONS TO FIELD PLACEMENT POLICIES

Students seeking any exceptions to these Field Placement Policies must consult with the Field Director prior to the placement. Any concerns that arise after the placement has begun should be addressed to the faculty liaison, first. The liaison will bring matters to the Field Director, as needed. Once placement begins, the Field Director will not become involved with negotiating with students or agencies without the liaison's involvement. **Any exceptions to Field Policies must be made in writing by the Field Director.**

RESPONSIBILITIES OF FIELD INSTRUCTOR

- To familiarize herself or himself with EMU's field program by attending orientation meetings or by appointment with the Field Coordinator or Director.
- To prepare and educate the agency concerning incoming student's role and the responsibilities of the agency as an educational site.
- To inform the Faculty Liaison and Field Coordinator or Director as soon as possible if the student fails to appear for a screening interview or, once accepted, fails to begin placement.
- To orient the student to the agency, its staff, structure, organization, and resources.
- To engage the student in the formulation of a mutually agreeable educational contract specifying mutual expectations, as well as specific knowledge goals and tasks related to the field placement experience.
- To develop and monitor sufficient numbers of appropriate assignments for each semester. It is EMU's expectation that the student will have a full generalist experience for the first year of practicum and will have a generic specialized experience the second year. The student should obtain experience with individuals, families, groups, and larger systems within the agency. Engagement with client systems should occur early in the semester.
- To instruct the students on how to develop and maintain records of client and community contact deemed appropriate by the agency. These records, as well as process recordings assigned by the Social Work Program, should be reviewed by the field supervisor.
- To provide adequate supervision and/or instruction for students to assist them in integrating theory and practice. A minimum of one hour per week in a structured session is expected in addition to the informal supervisory contact that occurs in agencies. Supervision may occur individually or in groups. It is recommended that the student prepare an agenda for this meeting.
- To be alert to strains or problems in the agency-student relationship or in student performance. When such issues are not quickly resolved at the agency level, it is the field supervisor's responsibility to initiate contact with the field faculty liaison.
- It is expected that the student will receive ongoing constructive feedback on his/her performance. The field supervisor is asked to complete the written evaluation of the student's overall performance at the end of each semester. The evaluation should be based on the goals established in the educational contract as well as the student's performance in the agency.

Evaluations should be sent by mail to:

(Name of Faculty Liaison), School of Social Work
Eastern Michigan University
317 Marshall Building, Ypsilanti, MI 48197

RESPONSIBILITIES OF FACULTY LIAISON

- To be familiar with and to follow the field policies and procedures.
- To attend orientation sessions and to assist the Field Placement Director in orienting students and Field Instructors to field placement responsibilities
- To notify the Field Placement Director of any issue that may jeopardize the field placement and to Request a Field Placement Review by the Director when there are serious issues in the student's field experience and efforts to problem-solve by making visits to the agency have been unsuccessful.
- To facilitate and monitor the agency-school relationship by facilitating communication, addressing needs and problems as they arise, and mediating differences or conflicts among any of the parties involved. Faculty Liaisons should be available to agency Field Instructors throughout the semester upon request from the Field Instructors.
- To make a minimum of one faculty liaison agency visit each semester during 588, 589 and 688 and one visit during 689.
- To be available as a resource for students who may wish assistance in understanding their responsibilities or in addressing field issues or problems.
- To review and approve the educational contract between agency and student.
- To review and monitor process recordings, logs, and other student assignments to track the student's progress within the agency.
- To seek feedback from Field Instructors regarding the field components of the Social Work Program. Such feedback should be made available to the Field Placement Office for future planning.
- To participate in the Field Institute, liaison meetings, and other field activities, when offered by the School.
- To review the student's progress with the Field Instructor; to meet at least once per semester with the Field Instructor and the student to review the Field Instructor's student evaluation.
- To submit a grade as the instructor of record to Registration and Records on the schedule designated by the University.
- To report to the Field Placement Director the appropriateness of certain agencies for particular student needs by completing the Field Placement Agency Evaluation Faculty Liaison form for evaluating agency participation.
- To evaluate and monitor work site placements according to Field policies and guidelines to ensure that students are performing appropriate assignments that are different from their previous work experiences and are differentiating their placement hours from work hours.

RESPONSIBILITIES OF STUDENT IN PLACEMENT

- To complete the application for field placement at the time indicated, providing information about talents, interests, and preferences for type of field placement.
- To participate in required pre-placement group meeting(s) with the Field Placement Director (or Coordinator) and in agency screening interviews.
- To complete required field placement in accordance with the Social Work Program's policies and guidelines.
- To regularly attend and actively participate in the weekly two hour field placement seminar in order to facilitate the positive integration of the field and class experience.
- To participate in designing, at the beginning of each semester, an educational contract that includes mutual expectation for learning and performance, as well as specification of goals, tasks and assignments to be completed. This contract is developed in the field seminar and approved by both the Faculty Liaison and the Field Instructor.
- To conform to the NASW Code of Ethics and the agency's expectations for professional behavior in such areas as administrative protocol, confidentiality, record-keeping, and accountability. Special attention should be paid to the issue of client confidentiality. Proceedings, recordings, or other agency-based assignments required for class which contain material about clients should be carefully disguised and reviewed by Field Instructor.
- To notify the Field Instructor promptly when lateness or absence is unavoidable. Any client commitments that cannot be kept should be communicated to both the Field Instructor and to the client involved.
- To make up any missed hours in accordance with the policy statement requirements.
- To prepare an agenda for each supervisory conference and to come to such conferences prepared with questions as well as to discuss aspects of the field work. Written material should be kept current and, if possible, be given to the Field Supervisor for review in advance.
- To bring questions or concerns and problems to the attention of the Field Instructor. If any issues cannot be resolved at that time, it is the student's responsibility to call the issue to the attention of the Faculty Liaison as early in the semester as possible.
- To participate in an ongoing evaluation process as a developing professional social worker. The student and Field Instructor should review the educational contract and revise it when necessary. The student should be prepared to participate in the end-of-semester evaluation process with the Field Supervisor and the Faculty Liaison. Students must complete a "student copy" of the field evaluation to be used by the Field Instructor in completing the final evaluation.
- To ensure that proper guidelines are followed when the place of employment becomes a field placement site.

**FULL-TIME STUDENT FIELD PLACEMENT
SCHEDULING PATTERN**

Foundation Year (Total Hours: 400)

FALL	WINTER	SUMMER
N/A	*16 hrs. /week Total: 200 hrs.	*16 hrs. /week Total: 200 hrs.

Advanced Year (Total Hours: 500)

FALL	WINTER	SUMMER
*16-20 hrs. /week Total: 250 hrs.	*16-20 hrs. /week Total: 250 hrs.	N/A

*** Field hours do not include Field Seminar time, nor travel time getting to and from the agency.**

**PART-TIME STUDENT FIELD PLACEMENT
SCHEDULING PATTERN**

Foundation Year 1

Year 1	FALL	WINTER	SUMMER
	Classes only	Classes only	Classes only

Foundation Year 2 (Total Hours: 400)

Year 2	FALL	WINTER	SUMMER
	Classes only	Class & Field (200 hr.@16/wk)	Field (200 hr.@16/wk)

Advanced Year 3

Year 3	FALL	WINTER	SUMMER
	Classes only	Classes only	Classes only

Advanced Year 4 (Total Hours: 500)

Year 4	FALL	WINTER	SUMMER
	Class & Field (250 hr.@16-20/wk)	Class & Field (250 hr.@16-20/wk)	N/A

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK
MSW PROGRAM**

FIELD PLACEMENT LEARNING CONTRACT: SWRK 588 589

Check here if work-site placement:

Semester of Placement: [Click here to enter text.](#)

Student Name: [Click here to enter text.](#)

I.D. #: [Click here to enter text.](#)

Student Email: [Click here to enter text.](#)

Field Placement Agency: [Click here to enter text.](#)

Field Placement Address: [Click here to enter text.](#)

Field Instructor (Supervisor): [Click here to enter text.](#)

Field Instructor Phone: [Click here to enter text.](#)

Field Instructor Email: [Click here to enter text.](#)

Field Instructor Degree: [Click here to enter text.](#) Year Degree Completed: [Click here to enter text.](#)

Faculty Liaison (Seminar Instructor): [Click here to enter text.](#)

Faculty Liaison Phone: [Click here to enter text.](#)

Faculty Liaison Email: [Click here to enter text.](#)

Basic Work Expectations (hours of placement, policies, dress etc...):
[Click here to enter text.](#)

Time of Supervision and Guidelines (agenda prepared in advance etc...):
[Click here to enter text.](#)

Student's Learning Goals, Objectives and Assignments:

List each learning goal, objective, and assignment together. Complete each set until you have addressed your goals, objectives and assignments for the semester. After each set, put the correlated field experience outcome numbers in parentheses (e. g. Field Outcomes 1, 2, 3)

Learning goals are broad statements of what you want to learn. Example: Learn how to perform intervention with mentally ill substance abusers.

Objectives are measurable, specific, actions that pertain to your goals. Example: Be able to independently complete at least two biopsychosocial assessments of individuals thought to have mental illness and who are abusing substances.

Assignments are the tasks your field instructor has assigned you that will help you achieve your learning goals. Example: Student will observe client assessments for one month and then will independently complete at least two assessments of applicants believed to have dual diagnoses.

Listed below are the Course Outcomes for the Social Work 588/589 Field Experience. As a part of your contract, please indicate how you intend to achieve each of these outcomes. Some of these outcomes can be addressed through specific assignments in seminar. Many agency assignments will help in fulfilling more than one of the objectives. At this time, you are being asked only to indicate which assignments will help you with specific learning outcome objectives. Your abilities related to each of these outcomes will be evaluated at the end of the semester. At that time, you will be asked to specify behaviorally how you have accomplished each of these outcomes. Keep this in mind as you indicate how your assignments relate to the outcomes.

COURSE OUTCOMES

Seminar Outcomes:

1. Students will be able to initiate an agenda for supervision and follow through with supervisory decisions.
2. Students will be able to develop a learning contract that reflects graduate-level learning goals and assignments.
3. Students will be able to prepare acceptable written documents that meet both agency and school requirements.
4. Students will be able to provide evidence of the ability to evaluate social work interventions and quality of own performance.
5. Students will be able to engage in reflection, critical thinking and sharing with colleagues and the instructor on issues related to school, job and career.

6. Students will be able to indicate preferences within concentration for further practicum experiences.

Field Experience Outcomes:

1. Students will be able to apply to the change process an ecological systems perspective and initial aspects of an empowerment model of practice to various size systems within their agency setting.
 - a. Students will complete competency-based assessments;
 - b. Students will select intervention strategies appropriate to different situations;
 - c. Students will develop and implement effective monitoring and evaluation techniques to determine the effectiveness of their planned change efforts.
2. Students will be able to document that they comply with the NASW Code of Ethics within their agency setting.
3. Students will be able to document sensitivity and competence in practice with ethnic cultural groups, women, and special populations, within their agency setting.

Goals, objectives, and tasks (list each goal, following it with its objectives and tasks).

[Click here to enter text.](#)

Goals, objectives, tasks continued...

[Click here to enter text.](#)

Student's Signature: _____

Date: _____

Field Instructor's Signature: _____

Date: _____

Faculty Liaison Signature: _____

Date: _____

Comments:

[Click here to enter text.](#)

Eastern Michigan University School of Social Work
Field Evaluation
Social Work 588/589

Directions: The student should come prepared with behavioral examples to a meeting with the supervisor in which they should join together to complete the evaluation.

Student Name: [Click here to enter text.](#)

Email Address: [Click here to enter text.](#)

Agency Name: [Click here to enter text.](#)

Field Instructor Name: [Click here to enter text.](#)

Field Instructor Email Address: [Click here to enter text.](#)

Faculty Liaison Name: [Click here to enter text.](#)

Evaluation Semester: Fall Winter Summer

Evaluation Year: [Click here to enter text.](#)

Brief agency description:

[Click here to enter text.](#)

Description of any conditions at the agency (loss of funding, staff cuts, etc.) that may have adversely affected the student's placement:

[Click here to enter text.](#)

Assessment Scale

Use the following scale to assess the student's performance in the ten core areas of social work competency indentified by the Council on Social Work Education:

- **Proficient:** The student demonstrates both knowledge and ability which completely meets and/or exceeds the criteria set for the practice behavior.
- **Skilled:** The student demonstrates both knowledge and ability which meets a majority of the basic expectations for the practice behavior.
- **Competent:** The student demonstrates both knowledge and ability which meets the basic expectations for the practice behavior.
- **Marginal:** The student requires intensive direction. The student demonstrates effort but has difficulty in achieving required expectations for the practice behavior.
- **Not competent:** The student is unable to perform even minimal tasks and does not demonstrate an understanding of the theoretical base of materials.

PLEASE NOTE: Students must be rated on every item.

1. Professional Identity

The student social worker identifies as a professional social worker and conducts self accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Assess the student social worker's ability to:

1.1 Advocate for client access to social work services.

Proficient Skilled Competent Marginal Not Competent

1.2 Practice personal reflection and self-correction to assure continual professional development.

Proficient Skilled Competent Marginal Not Competent

1.3 Attend to professional roles and boundaries.

Proficient Skilled Competent Marginal Not Competent

1.4 Demonstrate professional demeanor in behavior, appearance, and communication.

Proficient Skilled Competent Marginal Not Competent

1.5 View self as being at the start of a life-long learning process as a professional social worker.

Proficient Skilled Competent Marginal Not Competent

1.6 Use supervision and consultation.

Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in professional identity:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

2. Ethical Practice

The student social worker applies social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Assess the student social worker's ability to:

2.1 Recognize and manage personal values in a way that allows professional values to guide practice.

Proficient Skilled Competent Marginal Not Competent

2.2 Make ethical decisions by applying standards of the NASW code of ethics.

Proficient Skilled Competent Marginal Not Competent

2.3 Identify ambiguity in resolving ethical conflicts.

Proficient Skilled Competent Marginal Not Competent

2.4 Apply strategies of ethical reasoning to arrive at principled decisions.

Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in ethical practice:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

3. Critical Thinking

The student social worker applies critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Assess the student social worker's ability to:

3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

Proficient Skilled Competent Marginal Not Competent

3.2 Analyze models of assessment, prevention, intervention, and/or evaluation.

Proficient Skilled Competent Marginal Not Competent

3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in critical thinking:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

4. Diversity and Difference in Practice

The student social worker engages diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Assess the student social worker's ability to:

- 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create/enhance privilege and power.**
 Proficient Skilled Competent Marginal Not Competent
- 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.**
 Proficient Skilled Competent Marginal Not Competent
- 4.3 Recognize and communicate an understanding of the importance of difference in shaping life experiences.**
 Proficient Skilled Competent Marginal Not Competent
- 4.4 View self as learner and clients as informants.**
 Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in engaging diversity and difference in practice:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

5. Human Rights and Social and Economic Justice

The student social worker advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Assess the student social worker's ability to:

- 5.1 Understand the forms and mechanisms of oppression and discrimination.**
 Proficient Skilled Competent Marginal Not Competent
- 5.2 Articulate an understanding of human rights and social and economic justice for the population served.**
 Proficient Skilled Competent Marginal Not Competent
- 5.3 Engage in practices that advance human rights, social, and economic justice.**
 Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in advancing human rights and social and economic justice:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

6. Research and Practice

The student social worker engages in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Assess the student social worker's ability to:

- 6.1 Use practice experience to systematically gather information about the clients and/or programs to influence program delivery.**
 Proficient Skilled Competent Marginal Not Competent

6.2 Use research evidence to inform practice.

Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in engaging in research-informed practice and practice-informed research:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

7. Human Behavior and the Social Environment

The student social worker applies knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Assess the student social worker's ability to:

7.1 Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Proficient Skilled Competent Marginal Not Competent

7.2 Critique and apply knowledge to understand person and environment.

Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in applying knowledge of human behavior and the social environment:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

8. Policy Practice

The student social worker engages in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery and its impact on clients.

Assess the student social worker's ability to:

8.1 Critiquing and articulating the policies and their impact on the populations served.

Proficient Skilled Competent Marginal Not Competent

8.2 Recognizing avenues for policy change within the agency.

Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in engaging in policy practice to advance social and economic well-being and to deliver effective social work services:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

9. Practice Contexts

The student social worker responds to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Assess the student social worker's ability to:

- 9.1 Continuously discover and appraise changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.**
 Proficient Skilled Competent Marginal Not Competent
- 9.2 Recognize the leadership role that professional social workers play in promoting sustainable changes in service delivery and practice to improve the quality of social services.**
 Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in responding to contexts that shape practice:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

10. Engagement, Assessment, Intervention, Evaluation

The student social worker (a) engages, (b) assesses, (c) intervenes, and (d) evaluates with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10a. Engagement

Assess the student social worker's ability to:

- 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.**
 Proficient Skilled Competent Marginal Not Competent
- 10.2 Use empathy and other interpersonal skills.**
 Proficient Skilled Competent Marginal Not Competent
- 10.3 Develop a mutually agreed-on focus of work and desired outcomes.**
 Proficient Skilled Competent Marginal Not Competent

10b. Assessment

Assess the student social worker's ability to:

- 10.4 Collect, organize, and interpret client data.**
 Proficient Skilled Competent Marginal Not Competent
- 10.5 Assess client strengths and limitations.**
 Proficient Skilled Competent Marginal Not Competent
- 10.6 Develop mutually agreed-on intervention goals and objectives.**
 Proficient Skilled Competent Marginal Not Competent
- 10.7 Select appropriate intervention strategies.**
 Proficient Skilled Competent Marginal Not Competent

10c. Intervention

Assess the student social worker's ability to:

10.8 Initiate actions to achieve organizational goals.

Proficient Skilled Competent Marginal Not Competent

10.9 Implement prevention interventions that enhance client capabilities.

Proficient Skilled Competent Marginal Not Competent

10.10 Help clients resolve problems.

Proficient Skilled Competent Marginal Not Competent

10.11 Negotiate, mediate, and advocate for clients.

Proficient Skilled Competent Marginal Not Competent

10.12 Facilitate transitions and endings.

Proficient Skilled Competent Marginal Not Competent

10d. Evaluation

Assess the student social worker's ability to:

10.13 Critically analyze, monitor, and evaluate interventions.

Proficient Skilled Competent Marginal Not Competent

List one or more behavioral examples of how the student social worker has demonstrated competency in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

11. Overall impression of student's progress

11.1 Overall rating of student's performance.

Proficient Skilled Competent Marginal Not Competent

Provide a summary of your overall impression of the student's progress and recommendations for future learning goals:

Student: [Click here to enter text.](#)

Field Instructor: [Click here to enter text.](#)

The evaluation must be reviewed in a meeting of the field instructor and the student (this could be during the regularly scheduled supervision session) and signed by both the field instructor and the student. The student's signature does not imply agreement, only that the student has read the evaluation. In situations where the student disagrees with the evaluation the instructor may want to include the student's view in context. If the student wishes to submit an addendum to the evaluation, that will be shared with the field instructor and become part of the student's permanent record as well.

Field Instructor Signature

Student Signature

Date

Date

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK**

STUDENT EVALUATION OF FOUNDATION FIELD PLACEMENT SITE

Student Name: [Click here to enter text.](#)

Semester: [Click here to enter text.](#)

Year: [Click here to enter text.](#)

Name of Agency: [Click here to enter text.](#)

Purpose of Agency: [Click here to enter text.](#)

Name of Supervisor: [Click here to enter text.](#)

Tasks Performed at Agency:

[Click here to enter text.](#)

Was your supervisor readily available? Yes No

Was your supervisor fair about tasks and assignments? Yes No

Did you always get your scheduled supervision? Yes No

If supervision had to be changed, was it always rescheduled so that you had supervision for that week? Yes No

What did you like most about your supervision experience?

[Click here to enter text.](#)

What did you like least about your supervision experience?

[Click here to enter text.](#)

Would you recommend using this person again as a supervisor?

Yes No

Explain:

[Click here to enter text.](#)

What did you like most about the agency?

Click here to enter text.

What did you like least about the agency?

Click here to enter text.

Was your field experience at this agency a good one? Yes

No

Explain

Click here to enter text.

Would you recommend using this agency again as a field placement site?

Yes

No

Explain:

Click here to enter text.

Further Comments:

Click here to enter text.

THANK YOU!

**EASTERN MICHIGAN UNIVERSITY
SCHOOL OF SOCIAL WORK**

***MSW FOUNDATION FIELD PLACEMENT FACULTY LIAISON
REPORT FORM***

DATE: [Click here to enter text.](#)

**PLEASE COMPLETE AND RETURN TO FIELD PLACEMENT
COORDINATOR'S OFFICE AT THE END OF THE SEMESTER**

Name of Faculty Liaison: [Click here to enter text.](#)

Date of Agency Visit(s): [Click here to enter text.](#)

Name of Agency: [Click here to enter text.](#)

Name of Field Supervisor: [Click here to enter text.](#)

Name of Student: [Click here to enter text.](#)

1. Strengths/Limitations of Supervision:

[Click here to enter text.](#)

2. Opportunities for student assignments at agency (variety, interest, importance to Social Work training meeting, etc.):

[Click here to enter text.](#)

3. Issues/Problems relating to the Placement

[Click here to enter text.](#)

4. Issues/Problems relating to a particular student:

Click here to enter text.

5. Please describe agency support for placement. (Such as space, phone, mileage, recruitment, positive attitude of agency staff, etc.)

Click here to enter text.

6. Would you suggest using this agency in the future? (Explain).

Click here to enter text.

7. Other feedback:

Click here to enter text.

Signature

Date

CSWE Educational Policy

The School of Social Work is accredited by the Council on Social Work Education (CSWE) and organizes its curriculum to meet all CSWE Educational Policy and Accreditation standards. Field students and agency supervisors should familiarize themselves with these policies by following the following links.

- Go to www.cswe.org.
- Click the Accreditation link on the left.
- Click on Educational Policy and Accreditation Standards.

EASTERN MICHIGAN UNIVERSITY Policy on Harassment

For many years Eastern Michigan University has had a policy on equal employment opportunity and non-discrimination. Sexual harassment, as in the case of harassment based: on age, race, color, religion; national origin or disability, has long been regarded as a violation of this policy.

All students and employees are expected to deal fairly and honestly with one another to ensure a work and educational environment that is free from intimidation and harassment.

The complete policy on sexual harassment is found at the following link. Should students or field instructors have any unanswered questions regarding situations involving harassment, they may contact the Director of the School of Social Work at 734-487-0393.

<http://www.emich/hr/harass.html>
<http://www.emich.edu/hr/shp/sexualharassmentpolicy.pdf>

National Association of Social Workers NASW CODE OF ETHICS

The School of Social Work operates under the National Association of Social Workers (NASW) Code of Ethics. Students, faculty, and field instructors are required to follow the Code of Ethics in their work and their interactions with each other. Students and supervisors should read the Code of Ethics and use it as a basis for field supervision. The Code of Ethics can be found at the following link.

<http://www.socialworkers.org/pubs/code/default.asp>