Juniata College Social Work Program

Juniata College

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Social Work
Field Placement Manual

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Field Placement Manual

Levels of Field Work

Juniata's Social Work Program distinguishes between four modes of field work that, when integrated over the four-year undergraduate experience, serve to allow students to demonstrate increasing proficiency in their emerging professional repertoire. These four modes are as follows:

1. **Orientation to Social Service Networks (SW 230)**

   This orientation is provided through in-class experiences, such as guest lectures, field trips, roleplay simulations, and ethical dilemma assignments. Students are exposed to a broad range of social services, programs, policies, and agency social work personnel through introductory coursework.

2. **Volunteer Work and Community Service (SW 230)**

   Volunteer work and community service provide students with valuable experiences in social service agency settings. Beginning as soon as they are ready and willing, Social Work students are strongly encouraged to participate in student organizations (namely, the Social Work Service Club) that work in consort with community agencies and networks.

   In SW 230 ("Introduction to Social Work"), students engage in 20 hours of required volunteer work, often offered by the leadership of the Social Work Service Club. This volunteer work is intended to expose students to client populations and service agencies in an introductory manner.

   Students are also encouraged to participate on service trips and in other community-engaged learning efforts across the college campus.

3. **Social Work Practice and Research Experience (SW 331/330 & SW 332)**

   During the junior and senior year, Social Work students typically enroll in a series of courses that require them to engage in collateral field assignments to bridge the gap between theory and practice.

   In SW 331 ("Social Work Practice: Individuals, Families, and Small Groups"), and SW 330 (the companion lab), students participate in a "mini-field experience", for a total of 80 hours (typically, eight hours per week over a ten-week period) in an approved human service agency, under the supervision of an agency staff member. Through observations of helping professionals and interaction with client populations, students have an opportunity to apply what they learn in the classroom, including skills, knowledge and theory, and key ethical principles, including cultural humility.

   In SW 332 ("Social Work Practice: Large Groups, Organizations and Communities"), students are required to participate in an organizational and/or community project of their choosing, which averages three hours per week per student across the semester. Projects vary, but have a collaborative emphasis in which students partner with at least one agency in order to engage meaningfully at the mezzo and/or macro level of Social Work practice.

4. **Social Work Professional Semester (SW 490)**

   Social Work students are required to complete twelve credits and at least 500 hours of field instruction while enrolled in SW 490 ("Professional Semester") in the spring of their senior year. Students are placed in a variety of social service settings under the supervision of an approved agency-based field

supervisor, preferably a licensed social worker at the masters-level with at least two years of experience. Agencies are required, among other things, to provide both breadth and depth of experiential learning opportunities in a variety of programming areas, thus allowing students to practice and analyze a broad scope of social work skills and problem-solving approaches with client systems of various types. SW 495 ("Research Seminar") is taken concurrently with SW 490, in order to provide an opportunity for students in the SW 490 field experience to meet with each other in a discussion-based seminar and engage in assignments which meaningfully integrate coursework with the field experience.

The integration of knowledge, values, and skills into a professional social work practice repertoire is an ongoing developmental process. The four-mode approach to field experience and learning ensures that each student has a broad range of opportunities in a variety of settings, in order to apply, analyze, and synthesize social work knowledge, values, and skills on a regular basis throughout the undergraduate experience.

Community Engagement Notation: At Juniata College, undergraduate students who log at least 120 hours of unpaid Community Engagement work over four years are qualified to have "Exemplary Community Engagement" noted on their transcript upon graduation. All Social Work students who successfully complete the required volunteer and field work in the Social Work P.O.E. qualify for this notation, if they have logged their community engagement hours in the Juniata College system, at least once per semester (it is recommended that students log on a daily, weekly, or monthly basis). Please contact studcommserv@juniata.edu for a link to the system to complete this hours log, and to complete the Community Engagement Honor Notation Worksheet. You will be responsible for getting your hours verified, receiving a signature from the Director of Community Engaged Learning, and submitting the worksheet and log to the Registrar for processing, by the last day of classes of your graduation semester.

Service Experiences & Trips: Beyond the Social Work Service Club (see above), the college sponsors service-learning experiences and trips, often over winter and spring break each year, that provide exceptional opportunities. As an example, the Juniata "Habitat for Humanity" club participates in the Collegiate Challenge where students from across the United States pool their resources on specific building projects. The Office of Community Engaged Learning also coordinates service trips, alternating between domestic and international sites. Recent trips have taken Juniatians to the Dominican Republic, Kentucky, Florida, Puerto Rico, and South Carolina. See https://www.juniata.edu/offices/community-engagement for more information.

Co-Curricular Transcripts (C.C.T.): Students are encouraged to take advantage of the C.C.T. in order to document and validate their community service and service-learning as part of their official college record. The C.C.T. can be an excellent complement to a student's academic and professional portfolio. Information about the C.C.T. is available at the Career Services Office, or by asking an advisor.

The Social Work Professional Semester (SW 490)

Senior social work students are required to complete twelve credits and at least 500 hours of field instruction while enrolled in SW 490 ("Social Work Professional Semester"), typically in the spring of senior year. Students are placed in a variety of social service settings under the supervision of an approved agency-based field supervisor. Agencies are required, among other things, to provide both breadth and depth of experiential learning opportunities in a variety of programming areas, thus allowing students to test and analyze a broad scope of social work roles and approaches with client systems of various sizes and types. SW 495 ("Social Work Professional Semester Research Seminar") is taken concurrently with SW 490.

Competency Development and Field Instruction in the Professional Semester

Senior Social Work students enrolling in The Social Work Professional Semester (SW 490) and its companion research seminar (SW 495) will have made considerable progress in acquiring the knowledge, values, and skills they need to become social workers. The Social Work Professional Semester challenges students to sharpen their approaches to practice in a social service agency setting under the supervision of an agency-based social worker and the guidance of social work faculty.

Assessment

Assessing the degree to which students demonstrate mastery of the program competencies is an important ongoing feature of the Professional Semester, and it is one over which students must assume considerable ownership. The professional growth and development competencies and practice behaviors provided below are a specific expression of the program's ambitions and are the basis of formative and summative evaluation processes throughout the Professional Semester placement. [Note: The coding (e.g., EP2.1.1, etc.) of the competencies and practice behaviors is intentional so as to be consistent with the educational policies of the Council on Social Work Education. Persons affiliated with the Juniata's Social Work Program will see similar coding in other program documents.

Core Competencies of BSW Practice:
These course objectives support the Social Work Program's mission and goals and students' ongoing professional development associated with the nine competencies of BSW level practice as articulated by the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education.

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

    1.1 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;

    1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

    1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

    1.4 use technology ethically and appropriately to facilitate practice outcomes; and

    1.5 use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

    2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

    2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and;

    2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

    3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

    3.2 engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

    4.1 use practice experience and theory to inform scientific inquiry and research;

    4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

    4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

    5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

    5.2 assess how social welfare and economic policies impact the delivery of and access to social services; and

    5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social Workers value the principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

    6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

    6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

    7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

    7.2, apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

    7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

9.1 select and use appropriate methods for evaluation of outcomes;

9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro level

Student Requirements of the Professional Semester

Agency Placement

Social work students enrolling in SW 490 "Professional Semester", a 12-credit course, must complete at least 500 hours of field instruction in the 14.5 week semester while being placed in a full-time, supervised social service agency that has been approved by the Social Work Program. Students are on-site during the regular operating hours of the agency, typically putting in about 36 hours per week.

During the first three to four weeks of placement students should be oriented to the agency's structure, policies, staff, clients, and approaches to intervention. When students become comfortable with the agency and its protocols, they begin taking on the responsibilities of a social work staff member under the supervision of the agency-based field supervisor. During the course of the field placement, students should expect increasingly greater responsibilities, duties, and challenges.

Agencies are required to provide students with a breadth and depth of experiential opportunities, thus encouraging students to practice and analyze a broad scope of skills with a variety of client systems. To facilitate the process of professional development, agencies are required to provide students with a minimum of one hour of structured supervision each week.

By the end of the semester, the successful student will be prepared to assume the duties and responsibilities in an entry-level BSW position in the agency.

Professional Semester Research Seminar

Taken concurrently with the Professional Semester agency field placement, the three-credit seminar meets bi-weekly for 3 hours. Its principal aim is to further students' professional maturation and acculturation in social work by requiring them to integrate the profession's knowledge, values, and skills into their emerging professional repertoire, particularly within the context of their placement agency and field of practice. The seminar also permits considerable opportunity for students to learn from each other and to permit ongoing monitoring and evaluation of the field experience.

The seminar consists of focused exploration and discussion of practice matters and issues of importance to the generalist social worker as well as a focused examination of the impact these matters and issues have on each student's practice experience in the field. It is intended to be an arena for considerable student discussion and interaction. The seminar is team-taught by social work faculty and both attend each seminar. Students enrolled in the seminar are assigned responsibility for planning and coordinating discussion. Faculty members provide pre-seminar consultation and direction to assist students in leading a productive and purposeful seminar exploration with their student colleagues.

Each seminar has a particular focus, and students have assignments to complete prior to each seminar that require agency based and library research. The intent of the written assignments that complement each seminar is essentially to enable students to integrate previously learned *and* newly acquired social work knowledge with their practice experience in the field agency. Broadly stated, the first four seminars deal with:
> [1] the role of generalist practice and the generalist social worker in the placement arena;
> [2] dilemmas and diversity issues in the placement arena, including an examination of the professional values and ethics, problem solving modalities, and theories that can inform the resolution of the dilemmas and issues;
> [3] an exploration of intervention methods and techniques used in the placement agency, and how they build upon the generalist foundation developed in the Social Work Program; and

[4]an investigation of empirically founded practice and programmatic innovations that lie near the "cutting edge" of social work practice in the field placement arena.

The last three seminars focus on case presentations by students, which are conducted in much the same manner as "case staffings" are in many agencies. In our instance, the "staffing" is a dynamic group activity in which a member makes a case presentation to the seminar group for the purposes of professional development and/or for brainstorming a problem that the presenter finds particularly challenging and problematic, and thus seeks the input and advice of co-workers. Each student selects a case having an individual, family, group, organizational, or community focus that is prepared in advance of the seminar. The assigned student presenter is responsible for selecting companion readings that help prepare students for the "staffing," guiding the exploration of the case, and soliciting input from seminar members.

The seminar assignments and discussions are designed to enable senior social work field students to meet the following general objectives:

- To engage in structured opportunities to analyze the field experience from the perspective of the generalist practitioner;
- To integrate and synthesize the student's social work knowledge and skill base prior to graduation so as to heighten preparation for employment as a self-directed entry level social work practitioner;
- To practice identifying and applying research to inform problem solving and direct work with clients, in a peer group supervision setting;
- And to engage in structured opportunities to monitor and evaluate the field experience in light of the expressed ethical and value commitments of the social work profession.

In addition to these objectives, the seminar intends to prepare students for their professional responsibilities in the future and to foster in them the skills and outlooks needed to take on leadership roles in a professional, collegial setting.

Biweekly On-on-One Meetings with Social Work Faculty

In addition to the seminar, students are required to meet bi-weekly (i.e., the weeks the seminar is not held) with a member of the social work faculty for individual consultation and supervision. These sessions provide structured opportunities to review student progress in the field, identify and address any problems that may arise in the placement, consider research proposals and social plans, and integrate social work knowledge and theory with practical experiences in the agency setting.

Thus, the one-on-one meetings provide an intimate professional platform for refining and enhancing student understanding of and ability to use supervision and peer review as an ongoing means of professional development in social work.

Standards for Field Placement Agencies

To ensure that agencies selected for student field placements can provide suitable experiences and support that permit students to meet the objectives of the Professional Semester, agencies must meet the following criteria:

1. The agency must be recognized, licensed, or accredited by the applicable bodies. Selection of an agency is based on regional or community recognition that it is a reputable provider of social services. The agency and its staff must operate according to the acceptable community and professional standards of behavior. Membership in and/or licensing by an appropriate organization is one criterion for determining

the degree to which appropriate standards are met. For example, a hospital social service department would be expected to meet the standards set forth by the Joint Commission on Accreditation.

2. The services that the agency delivers and the agency's practices and policies must be supportive of and consistent with the program's goals and objectives for undergraduate social work education aimed at the preparation of entry-level generalist practitioners.

3. The agency must hold that its primary responsibilities are to its clients/consumers and the agency and its staff must be committed to providing services in a nondiscriminatory, culturally competent manner. No aspect of agency policy, practice or service provision should be in conflict with the Code of Ethics of the National Association of Social Workers.

4. The agency must be committed to providing students with a substantive, structured orientation during the initial weeks of placement in a way that increasingly heightens their familiarity with agency policies, structure, clientele, staffing patterns, procedures, intervention strategies, referral sources, and so forth.

5. The agency must be willing to provide students with opportunities to apply the generalist model of practice with a range of systems, including individuals, families, groups, communities, and organizations as the agency has opportunity or occasion to do so. Further, the agency must provide students with a variety of direct service experiences that involve increasingly challenging cases and require increasingly complex interventions, taking into account students readiness and previously demonstrated proficiencies.

6. The agency must provide adequate supervision by a competent, seasoned staff person who is consistently available to the student during the field placement. Field supervisors are selected on the basis of their educational background, with the MSW being preferred, professional competence and reputation, and motivation to contribute to the professional development of a social work student.

7. In general, a field supervisor must demonstrate:
   o That they have earned an MSW or a BSW from a CSWE accredited program and have two years' experience in the field after earning the social work degree*;
   o At least one year of experience in the placement agency (for the MSW) and at least 2 years (for the BSW);
   o Competence in the provision of direct social services grounded in best practice wisdom and a professional commitment to social work values and ethics;
   o A capacity to provide regular supervision aimed at facilitating the professional development and acculturation of social work students; and
   o A willingness to work in a cooperative relationship with the student and the Field Director to achieve the goals of the professional semester filed placement and its companion research seminar.

*BSW/MSW Exception: Due to the rural nature of Juniata College's central Pennsylvania service area, there may be circumstances where an MSW or BSW field supervisor may not always be available. In such instances, the program will consider field supervisors who possess a degree in a related discipline and otherwise meet the standards for field instruction. In some cases, the Social Work program Field Director will monitor the field placement carefully to determine the extent to which their further involvement will be necessary to assure that a social work focus and identity development are maintained for the student. The Field Director will provide whatever additional support may be necessary to meet the goals and objectives of the field placement, including more frequent agency visits to monitor and coordinate field learning assignments.

Administration of the Professional Semester Field Placement

The Social Work Program staff configuration provides for a Field Director who, in consultation with other social work faculty, is responsible for managing the field placements associated with the Professional Semester.

Process for Selecting Agency Placements and Orienting Field Supervisors

The Social Work Program faculty configuration provides for a Field Director with twenty-five percent release time who, in consultation with other social work faculty, is responsible for administering the field placements associated with The Professional Semester. All potential field placements are screened by the Field Director who meets with agency staff, including the potential agency-based field supervisor(s), to provide a beginning orientation to the social work curriculum, the general purposes of the field placement in the educational process of preparing BSWs, and the particular objectives and assignments of The Professional Semester, and to assess the degree to which the agency conforms with the standards and expectations of the program. Agency representatives present their ideas about the nature of the field experience they envision for students. All parties have the opportunity to ask and answer questions. If the parties mutually agree to continue deliberation and planning toward the development of a field placement, the process continues. By this stage of the process, the agency will have had full access to The Social Work Program Manual, the syllabus for The Professional Semester, and any documentation it may require, inc. the college's certificate of liability insurance.

For subsequent meetings, the agency is asked to prepare and present its emerging plan for the field placement that describes: the content and methods to be employed by the agency for the student's orientation; the duties and tasks for which the student will be responsible; and the agency's plan for supervising the student. Using this emerging plan as a springboard, the agency representatives, including potential field supervisors and the Field Director, meet and deliberate until a plan for the field placement is reached that is acceptable to both parties.

During the planning discussions described above, potential agency-based field supervisors are invariably key players, so it is quite typical for the selection and orientation of field supervisors to be embedded in the broader planning process. However, regardless of the particular circumstances, once potential field supervisors are identified, face-to-face meetings with the program Field Director ensue during which the agency-based field supervisor shares information and provides documentation as needed concerning her/his: educational history; professional/employment history; professional licenses, certifications and memberships; previous experiences in field supervisions; philosophy/outlook toward supervision; and so forth.

Once there is a mutual determination to proceed with placing a student at the agency, the program's Field Director and the agency-based field supervisor engage in meetings and ongoing consultations, focusing more specifically on the role of The Professional Semester in the professional development of Juniata undergraduate social work students. Supervisory approaches to field instruction are explored with significant attention being given to the model of formative and summative field evaluation used to promote the student's professional growth and development. The Social Work Program Manual, The Professional Semester Syllabus, and other supporting materials are drawn upon prominently as these processes unfold.

The Field Placement Process for Students

In selecting a Professional Semester field placement, students are strongly encouraged to engage in a sequential process of exploration and consultation beginning not later than the spring semester of the junior year to assure that the senior year field placement is right for them and that they are right for it.

Regularly scheduled preregistration advising in the spring of junior year, during which the course plan is developed for the senior year, provides a beginning opportunity for the social work student and the Field

Director to begin, if it has not already begun, the process of exploring further the student's career preferences, social work practice interests, and field placement opportunities for the Professional Semester. Early in the fall semester of senior year, students will attend an introductory meeting with social work faculty at which time, the requirements for the Professional Semester and the process of agency placement is explained.

The field agency placement process involves ongoing deliberations between the student and the Field Director, and it is through this process that field placement preferences become clarified and placement decisions are made. In most instances, students will be enrolled in Social Work Practice: Large Groups, Organizations, and Communities during the fall senior year semester, thus students anticipating their field placement in the upcoming spring semester have regular access to the Field Director.

Once a determination of field placement preference is made between the student and the Field Director, who will by this stage of the process know with some certainty that the field placement is indeed available, the student makes formal application to the agency by preparing and mailing the required application portfolio to the agency-based field supervisor. The application portfolio will include:
- A current resume;
- A current academic transcript (an unofficial copy can be obtained from the college self-service system);
- A letter of recommendation from a supervisor or faculty member. (Faculty teaching the Social Work practice courses should not be asked to write these letters, as their impressions of the student social worker are routinely conveyed to field agencies as part of the agency selection process); and
- A cover letter in which the student provides a brief introduction of themself and states the student's general goals for the field placement.

Following the submission of the application portfolio the student contacts the agency-based field supervisor to schedule a formal interview. The interview is conducted in much the same way as a formal professional employment interview. The purposes of the interview are to allow each party to ask and answer questions pertaining to the field placement, to allow the student and agency to carefully screen each other to assure the field placement is a good match, and to allow each party to further clarify the nature, scope, and goals of the field placement for the student. If the agency, student, and Social Work Program are agreeable to the field placement for the student, the Field Director sends a letter of acceptance to the field supervisor that formalizes the field placement agreement for the student and which binds the host agency, the Social Work Program, and the social work student to the requirements and expectations set forth in this manual.

Additional negotiation and contracting between the student, the agency-based field supervisor, and the Field Director, who serves as the student's Social Work Program supervisor, regarding the tasks and responsibilities assigned to the student are done throughout the Professional Semester as necessary.

Professional Semester Oversight and Monitoring by Social Work Faculty

The Field Director assumes faculty field liaison responsibilities during the Professional Semester and maintains regular contact with the student and agency-based field supervisor to monitor and further the aims of the field placement. Over the course of the field placement students meet bi-weekly with the Field Director for one hour of one-on-one supervision. These meetings, which are informed by the Field Director's reading of the student's field journal, provide the Field Director a context in which to monitor student progress. The meetings afford the student and faculty supervisor structured opportunities to:
- Review student progress and promote refinement of the student's professional development;
- Establish new learning objectives to forward the field experience;
- Solve problems and overcome obstacles that may arise at the field agency;
- Enhance the degree of sophistication with which the student integrates prior coursework and social work knowledge, skills, and values with the field experience;

- Review recently completed assignments with the student, providing additional feedback and constructive criticism as warranted, and to plan for and to support the student's aspirations pertaining to upcoming assignments;
- Enhance the student's understanding of and the ability to use supervision as on ongoing resource in support of professional development in social work;
- And to promote the effective use of professional self, particularly with regard to the self-regulation of practice and professional development.

The Field Director also monitors the student's progress and the agency's role in the field experience through regular contacts with the agency field supervisor, usually via telephone by "touching base" with the agency field supervisor every few weeks. Generally, the Field Director, the student, and the field supervisor meet formally on two occasions. The first meeting is scheduled near the mid-term date and focuses on:
- A review of the student's accomplishments and development to date, using the mid-term evaluation as the point of departure;
- Developing a plan for the second half of the field placement to assure the Professional Semester objectives are met effectively and appropriately in light of the host agency's structure and processes, as well as the student's professional development needs and interests.

Professional Semester Roles and Expectations for Social Work Students

- Relationship to client/consumer systems:
  The student is expected to interact with and relate to agency clients in a manner that is in keeping with the agency's standards and protocols, as well as with the standards and ethics of the social work profession, including the Code of Ethics of the National Association of Social Workers. This includes but is not limited to:
    o Establishing rapport and a professional relationship with clients from varying backgrounds with varying needs, dispositions, levels of emotional stability, and intellectual ability;
    o Communicating with clients in a manner that helps them begin to identify their needs, concerns, and situational realities;
    o Assisting clients in negotiating strength-based processes so as to yield the desired client centered outcomes;
    o Helping clients to see that they influence and are influenced by the ecological systems of which they are a part; and
    o Empowering client/consumer systems.
- Knowledge of the agency, its programs, and its place in the service delivery system:
  The student is expected to develop a functional understanding of the agency's goals, objectives, procedures, staffing, organizational structure, policy determinants, and financial operation. This includes but is not limited to:
    o A knowledge of the agency's historical development and mission;
    o An understanding of how the agency is adapting to meet new needs and new modes of service delivery; and
    o An understanding of how the agency's work is influenced by the social and political nature of its service area and the state in which it operates.
- Ability to work independently:
  The student will, over time, develop capacities to work independently, showing initiative and responsibility once given adequate orientation and instruction.
- Effective use of supervision and feedback:
  The student is expected to be professionally forthright in seeking and providing feedback or constructive criticism to the agency supervisor, other pertinent staff, and the Field Director. Although working independently is a desired goal, the student should learn when to seek help and direction from staff and

should not hesitate to do so when particular problems or questions arise. Students are reminded that among their first obligations as social workers is "to do no harm." Agencies value students in part because they bring fresh eyes and new perspectives to the field placement. It is not unusual for students to recognize that elements of an agency's programs and operations are not as effective as they may be in meeting client need. Likewise, students often have excellent suggestions for things the agency may do to improve its service delivery. In such instances, students must present their observations or suggestions to appropriate audiences in a tactful manner that facilitates opportunities for positive change in the agency.

- Professional development:
  First and foremost, the professional semester is an educational endeavor designed to enhance the student's professional development and acculturation in the social work profession. Consequently, students are expected to seek out learning opportunities, engage in self-criticism, and actively shape their own professional development through both experiential and self-directed academic learning. This professional development includes an increasingly sophisticated understanding of the ethics of social work as they are applied in actual practice milieus.

- Required assignments:
  Students are expected to carry out assignments provided by the agency, as well as the required academic assignments associated with the Professional Semester, showing a high degree of professional commitment and fidelity throughout the 15-week field placement.

- **Of special note to Social Work students:** The Social Work Program's Policy is to generally not consider a social work student's place of employment to be a viable option for The Professional Semester field placement because the educational demands of the program and the employment needs of the agency too easily conflict is ways that undermine the aims of the program. In very rare circumstances [i.e., the student's financial situation requires continuity of employment] and only when certain conditions are assured will this policy be reconsidered on a case-by-case basis. These conditions include that all usual requirements for a field placement are satisfied and that a formal agreement is made between the program, the agency director, the field supervisor, and the student that assures the objectives of field instruction will be met, including all academic assignments associated with The Professional Semester. In addition, the host agency will be required to assign a qualified field supervisor who is different from the student's usual work supervisor.

A closing thought to social work students and agency-based field supervisors: The Field Director seeks to be as responsive to the needs of the host agency and the social work student as possible. The oversight and supervision model embraced by the Social Work Program views the agency-based field supervisor, the social work student, and the Field Director as partners in a collaborative, mutually supportive process. Like a three-legged stool, when each of the three legs effectively carries its weigh and is responsive to its obligations, the stool will have high structural integrity and will never wobble.

Appendices:

1. Memorandum of Agreement
2. Social Work Student Field Code of Conduct
3. *COVID19 Protocol for Juniata Social Work Student Interns (2020-2021 Schoolyear)*
4. Student Self Evaluation
5. Field Supervisor Evaluation of Student

Memorandum of Agreement
Juniata College
Social Work Program

Between the Field Placement Agency, the Social Work Program, and the Social Work Student

The undersigned parties agree to the conditions of this memorandum, as well as the conditions described in the Social Work Program Manual, in providing a field experience to meet the requirements of The Social Work Professional Semester, the senior capstone experience of Juniata College's Social Work Program.

I.   The Social Work Program will:
1. provide all necessary information and ongoing support to the field agency, the field supervisor, and the social work student to meet the goals and objectives of The Professional Semester field placement;
2. screen and select social work students for the field placement, taking into account the preferences of the host agency and the needs of the student;
3. screen and accept field placements that meet the Social Work Program's standards so as to assure that The Professional Semester's goals and objectives can be achieved;
4. assign a social work faculty (the Field Director) to act as the liaison between the host agency and the social work student to facilitate the integration of academic work with the practical experiences in the agency;
5. develop, implement, and evaluate the academic portion of the field placement in a manner that fosters the integration of social work knowledge, values, and skills into the student's emerging professional repertoire;
6. coordinate the formative and summative evaluation of the student's professional development and performance by providing the necessary guidelines and evaluation forms;
7. maintain all official records of the field placement;
8. assign grades for the field placement based in the standards and protocols expressed in the syllabus for The Social Work Professional Semester;
9. mediate any problems that may arise between the agency and the student during the field placement;
10. provide whatever additional support and information may be required to assure that the aims of The Social Work Professional Semester are achieved.

II.   The field placement agency will:
1. interview the prospective social work student for field placement to discuss mutual expectations and evaluate the appropriateness of the placement for that student;
2. inform the Social Work Program Field Director of the acceptance or rejection of the prospective field placement student within one week of the interview date;
3. integrate the field placement student into the agency setting via an established agency orientation process;
4. complete and submit required forms (e.g., the agency questionnaire) related to the field placement;
5. assign a field supervisor to oversee the professional development of the social work student in accordance with the standards and performance expectations delineated in the Social Work Program Manual;
6. evaluate the student's performance and professional development at mid-term and at the end of the semester, using the evaluation instrument and protocols for The Professional Semester;
7. provide the social work student with suitable experiential learning opportunities to permit the achievement of the goals and objectives of The Professional Semester as stipulated in the course syllabus and The Social Work Program Manual;

8. promptly notify the Social Work Program Field Director of any problems or concerns related to the student's performance and/or professional responsibilities, particularly any problems or concerns that may preclude the realization of The Professional Semester's goals and objectives.

III. The social work student will:
1. behave in a mature, responsible manner befitting representatives of the social work profession, the host agency, and the college;
2. adhere to the accepted ethical standards and practices of the social work profession;
3. establish and maintain a regular work schedule and work habits in keeping with the requirements of the Social Work Professional Semester and the host agency's policies;
4. develop and implement self-directed learning objectives as per the guidelines of the Professional Semester in consultation with the agency field supervisor and the Field Director;
5. accept and constructively use regular supervision provided by the agency supervisor and the Field Director;
6. inform the Field Director of any significant changes in duties and/or work conditions and of any major concerns that may undermine the realization of the goals and objectives of The Professional Semester;
7. submit all required assignments to the Field Director in a timely manner;
8. actively engage in the evaluation process with agency field supervisor and the Field Director in accordance with the procedures of The Professional Semester.

Signature: _____/_____
Lee Ann DeShong-Cook, LMSW, Juniata Field Director (date)

Signature: _____/_____
(Agency Field Supervisor)   (date)

Signature: _____/_____
(Social Work Student)   (date)

Return to: Director of Field Education
Juniata College, Social Work Program

Revised January, 2020

Social Work Student Field Code of Conduct
Juniata College
Social Work Program

Hello all,

This letter will discuss your responsibilities regarding your social work field placement in the spring and articulates your Field Code of Conduct. As you know, the professional semester is a major component of your social work education. Field is where you not only get the opportunity to put into practice what you have been learning in your classes, but it is really the beginning of the shift from student to professional. Because of that, you are expected to display professional behaviors in your field placement, similar to what would be expected of a regular employee.

As a social work student, you are also expected to display professional behavior consistent with the [NASW Code of Ethics](). When you are working at your field placement, not only do you represent yourself, but you represent our Juniata College social work program and every other student that will come after you. We want this to be a positive experience! Please understand that any non-professional behavior may jeopardize your placement and graduation from our social work program. It could also jeopardize future students' options for placements.

The Juniata College Social Work Program has the following Standards/Expectations for Professional Behavior:

1. *Appropriate attire*-- dressing in casual/business attire appropriate to the agency's protocol.
2. *Attendance and punctuality*-- establishing and maintaining a regular schedule that you have negotiated with your site supervisor; maintaining a current time sheet/log of placement hours; arriving on time; being prepared to engage as a working professional; providing prompt notification of tardiness or absences. YOU MUST COMPLETE 500 HOURS in your placement.
3. *Respectful demeanor and interactions*-- demonstrating respect and deference to staff/clients/peers; conducting oneself in a manner consistent with the values and ethics of NASW and the profession.
4. *Professional language and communications*-- demonstrating professional oral and written (including electronic) communication skills; using discretion and appropriate professional language in addressing clients/staff/peers; "filtering" language to limit emotional reactivity/content; only with permission, communicating with colleagues outside of regular work hours.
5. *Appropriate effort and initiative*-- collaborating with your site supervisor to identify and complete a weekly work plan/set of work tasks; following through on appointed tasks and activities; showing a genuine interest, initiative and engagement in the daily life of the organization; demonstrating intellectual and professional curiosity and insightfulness.
6. *Accountability and integrity*-- being accountable to the agency's practice guidelines and speaking and acting on behalf of your placement site in your role as a BSW student; maintaining professional integrity and honesty in all activities/interactions; keeping an accurate time log of placement hours worked.
7. *Boundary maintenance and ethical practice*-- maintaining client/agency confidentiality standards, especially when using cell phones/electronic devices; upholding NASW ethical standards and seeking appropriate consultation when in doubt; maintaining strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g. Facebook); restricting the use of electronic devices to professional purposes only while in the placement setting

8. *Emotional self-regulation*-- attending to one's emotional reactivity and triggers; taking responsibility for one's feelings/behavior and avoiding blame; avoiding the expression of raw emotions; being personally and professionally centered when engaging with clients/staff; using appropriate professional language (spoken and written) to filter emotional content; demonstrating a willingness to resolve difficult relationships and modify one's behavior accordingly; not expecting special consideration or 'entitlement'
9. *Responsiveness to feedback*-- demonstrating non-defensive receptivity to feedback and suggestion; showing a willingness to be self-reflective and self-corrective.
10. *Illicit drug use*--site placement regulations may require a drug screen before your placement or during your placement. Illicit drug use during the Professional Semester will result in an automatic dismissal from the Juniata College Social Work program.

Failure to adhere to this Field Code of Conduct may result in an unsuccessful placement and/or other disciplinary actions including dismissal from the Juniata College Social Work Program.

Best wishes and good luck!

I acknowledge that I have reviewed the Juniata College Social Work Program Standards/Expectations for Professional Behavior.

_____
Student signature

_____
Director of Field Education signature

COVID19 Protocol for Juniata Social Work Student Interns

To be completed by the field supervisor, prior to student internship at the placement site:

1. Does your organization have a mandatory mask policy?   YES   NO

2. How is the mask policy enforced?

   _____

   _____

   _____

3. If your organization has a covid-19 safety plan, please attach a copy or provide a link.

4. Briefly describe the internship activities:

   _____

   _____

   _____

5. What is the approximate number of people that the Juniata student will encounter on a regular basis?

   _____

Juniata student interns are required to follow these safety requirements:

1. Students must wear a mask at all times in indoor public spaces, except while eating and drinking.
2. Students who feel sick must stay home and notify the field educator and Prof. DeShong-Cook, Juniata Field Director. Deshong@juniata.edu
3. If others at the internship site exhibit symptoms of COVID19 or test positive for COVID19 the student will need to leave the internship site.
4. Students must practice good hygiene, including washing or sanitizing hands regularly.
5. Contact Roy Nagle, Director of Environmental Health and Safety, with any questions or concerns that arise during the internship. nagle@juniata.edu

Field Supervisor Signature: _____ Date:_____

Juniata Student Signature: _____ Date:_____

Field Director Signature: _____ Date:_____

SW 490
Professional Semester Midterm and Final Evaluation
Student Self Evaluation

Name of Student_____

Agency_____

Address of Agency_____

Field Supervisor_____

Date of Field Experience_____

The evaluation process is a mutual process in which both the student and the field supervisor engage. This evaluation must be completed by the student as a first step in the mid-term and final evaluation process.

The nine competencies specified in this evaluation are those established by the national social work accrediting organization, the Council on Social Work Education. For each of the nine competencies we ask you to use the following scale to assess your own performance. Take some time to reflect on each competency and write notes regarding areas of strengths and areas where you feel you can improve. Be prepared to discuss your self-evaluation with your field supervisor and the Juniata Field director.

5	I believe I excel in this area. It is among my greatest SW strengths.
4	I believe I exceed expectations for BSWs in this area
3	I believe I meet expectations for BSWs in this area
2	I believe I do not meet expectations in this area, but I believe I can meet expectations with additional experience and supervision in the near future.
1	I believe I have not met expectations in this area, and I do not believe I can meet expectations in this area in the near future.
n/a	Not applicable. I have not yet had the opportunity to demonstrate this competency*

Within each competency area there are a number of social work practice behaviors that we ask you to rate according to the following criteria:

S	Notable strength (Please provide example)
A	Adequate, not remarkably strong or in need of improvement
I	Improvement needed (Please provide example and improvement plan)
0	Not observed or practiced*

*Be sure to use NA and 0 when necessary. It is unrealistic for any student to be able to demonstrate every behavior and some placements may not allow for demonstration of certain competencies.
Be sure to provide comments regarding at least one area of strength and one area for improvement for each of the nine competencies.

Competency	Rating					
1: The student demonstrates ethical and professional behavior.						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na
<mark>Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.</mark>						
I make ethical decisions by applying:	Midterm			Final		
1.1a the standards of the NASW Code of Ethics						
1.1b relevant laws and regulations						
1.1c models of ethical decision making						
1.1d ethical conduct of research						
1.1e additional codes of ethics as appropriate to context						
I use reflection and self-regulation to:	Midterm			Final		
1.2a manage personal values in practice situations						
1.2b maintain professionalism in practice situations						
I demonstrate professional demeanor in:	Midterm			Final		
1.3a Behavior						
1.3b Appearance						
1.3c oral communication						
1.3d written communication						
1.3e use of electronic communication						
Technology	Midterm			Final		
1.4a I use technology ethically and appropriately to facilitate practice outcomes.						
I use supervision to:	Midterm			Final		
1.5a guide professional judgment						
1.5b professional behavior						
I use consultation to:	Midterm			Final		
1.5c guide professional behavior						
1.5d guide professional judgment						
Midterm Strengths and/or Areas for Improvement:						
Final Strengths and/or Areas for Improvement:						

Competency	Rating					
2: The student engages diversity and difference in practice.						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na
Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.						

		Midterm	Final
In practice at the micro level:		Midterm	Final
2.1a	I apply understanding of the importance of diversity and difference in shaping life experiences		
2.1b	I communicate understanding of the importance of diversity and difference in shaping life experiences		
In practice at the mezzo level:		Midterm	Final
2.1c	I apply understanding of the importance of diversity and difference in shaping life experiences		
2.1d	I communicate understanding of the importance of diversity and difference in shaping life experiences		
In practice at the macro level:		Midterm	Final
2.1e	I apply understanding of the importance of diversity and difference in shaping life experiences		
2.1f	I communicate understanding of the importance of diversity and difference in shaping life experiences		
Respect for diverse clients		Midterm	Final
2.2a	I present myself as a learner.		
2.2b	I engage clients as experts in their own experiences.		
2.2c	I engage constituencies as experts in their own experiences.		
I apply self-awareness to manage the influence of personal biases		Midterm	Final
2.3a	in working with diverse clients.		
2.3b	in working with diverse constituencies.		
I apply self-regulation to manage the influence of personal biases		Midterm	Final
2.3c	in working with diverse clients.		
2.3d	working with diverse constituencies.		
I apply self-awareness to manage the influence of personal values		Midterm	Final
2.3e	in working with diverse clients.		
2.3f	diverse constituencies.		
I apply self-regulation to manage the influence of personal values		Midterm	Final
2.3g	in working with diverse clients.		
2.3h	in working with diverse constituencies.		
Midterm Strengths and/or Areas for Improvement:			
Final Strengths and/or Areas for Improvement:			

Competency	Rating

Competency 3: The student advances human rights and social, economic and environmental justice.

	1	2	3	4	5	na
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

<mark>Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.</mark>

At the individual level I apply my understanding of		Midterm	Final
3.1a	social justice in order to advocate for human rights		
3.1b	economic justice in order to advocate for human rights		
3.1c	environmental justice in order to advocate for human rights		
At a systems level (family, group, organization, and/or community) I apply my understanding of		Midterm	Final
3.1d	social justice to advocate for human rights		
3.1e	of economic justice to advocate for human rights		
3.1f	environmental justice to advocate for human rights		
I engage in practices that advance		Midterm	Final
3.2a	social justice		
3.2b	economic justice		
3.2c	environmental justice		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Competency	Rating					
Competency 4: The student engages in practice-informed research and research-informed practice.						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

My scientific inquiry and research activities are informed by		Midterm	Final
4.1a	practice experience		
4.1b	practice theory		
I apply critical thinking to engage in the analysis of:		Midterm	Final
4.2a	quantitative research methods.		
4.2b	qualitative research methods.		
4.2c	quantitative research findings.		
4.2d	qualitative research findings.		
I use research evidence to:		Midterm	Final
4.3a	inform practice.		
4.3b	improve practice.		
4.3c	inform policy.		
4.3d	policy.		
4.3e	service delivery.		
4.3f	improve service delivery.		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Competency	Rating					
Competency 5: The student engages in policy practice.						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

		Midterm	Final
I identify social policy that impacts well-being:		Midterm	Final
5.1a	at the local level		
5.1b	at the state level		
5.1c	at the federal level		
I identify social policy that impacts service delivery:		Midterm	Final
5.1d	at the local level		
5.1e	at the state level		
5.1f	at the federal level		
I identify social policy that impacts access to social services:		Midterm	Final
5.1g	at the local level		
5.1h	at the state level		
5.1i	at the federal level		
I assess how the delivery of social services is impacted by:		Midterm	Final
5.2a	social welfare policies		
5.2b	economic policies		
I assess how access to social services is impacted by:		Midterm	Final
5.2c	social welfare policies		
5.2d	economic policies		
I apply critical thinking to analyze policies that advance:		Midterm	Final
5.3a	human rights		
5.3b	social justice		
5.3c	economic justice		
5.3d	environmental justice		
I apply critical thinking to formulate policies that advance:		Midterm	Final
5.3e	human rights		
5.3f	social justice		
5.3g	economic justice		
5.3h	environmental justice		
I apply critical thinking to advocate for policies that advance:		Midterm	Final
5.3i	human rights		
5.3j	social justice		
5.3k	economic justice		
5.3l	environmental justice		
Midterm Strengths and/or Areas for Improvement:			
Final Strengths and/or Areas for Improvement:			

Competency	Rating

Competency 6: The student engages with individuals, families, groups, organizations and communities.

	1	2	3	4	5	na
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

<mark>Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.</mark>

I apply knowledge of human behavior to engage with:		Midterm	Final
6.1a	Clients		
6.1b	Constituencies		
I apply knowledge of the social environment to engage with:		Midterm	Final
6.1c	Clients		
6.1d	Constituencies		
I apply knowledge of person-in-environment to engage with:		Midterm	Final
6.1e	Clients		
6.1f	Constituencies		
I apply knowledge of other multidisciplinary theoretical frameworks to engage with:		Midterm	Final
6.1g	Clients		
6.1h	Constituencies		
I use empathy to effectively engage diverse:		Midterm	Final
6.2a	Clients		
6.2b	Constituencies		
I use reflection to effectively engage diverse:		Midterm	Final
6.2c	Clients		
6.2d	Constituencies		
I use interpersonal skills to effectively engage diverse:		Midterm	Final
6.2e	Clients		
6.2f	Constituencies		
I am skilled at engaging (developing a positive relationship) with:		Midterm	Final
6.2g	Individuals		
6.2h	Families		
6.2i	Groups		
6.2j	Organizations		
6.2k	Communities		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Competency	Rating

Competency		Rating					
Competency 7: The student assesses individuals, families, groups, organizations and communities.							
Midterm global rating for this competency		1	2	3	4	5	na
Final global rating for this competency		1	2	3	4	5	na
<mark>Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.</mark>							
I am skilled at:		Midterm			Final		
7.1a	collecting data from clients						
7.1b	collecting data from constituencies						
7.1c	organizing data obtained from clients						
7.1d	organizing data obtained from constituencies						
I apply critical thinking to interpret information obtained from:		Midterm			Final		
7.1e	Clients						
7.1f	Constituencies						
In the analysis of data collected from individuals, I apply knowledge of:		Midterm			Final		
7.2a	human behavior						
7.2b	the social environment						
7.2c	person-in-environment						
7.2d	other multidisciplinary theoretical frameworks						
In the analysis of data collected from families, I apply knowledge of:		Midterm			Final		
7.2e	human behavior						
7.2f	the social environment						
7.2g	person-in-environment						
7.2h	other multidisciplinary theoretical frameworks						
In the analysis of data collected from groups, I apply knowledge of:		Midterm			Final		
7.2i	human behavior						
7.2j	the social environment						
7.2k	person-in-environment						
7.2l	other multidisciplinary theoretical frameworks						
In the analysis of data collected from organizations, I apply knowledge of:		Midterm			Final		
7.2m	human behavior						
7.2n	the social environment						
7.2o	person-in-environment						
7.2p	other multidisciplinary theoretical frameworks						
In the analysis of data collected from communities, I apply knowledge of:		Midterm			Final		
7.2q	human behavior						
7.2r	the social environment						
7.2s	person-in-environment						
7.2t	other multidisciplinary theoretical frameworks						
I use critical assessment of strengths, needs and challenges to develop mutually agreed upon goals:		Midterm			Final		
7.3a	With clients						
7.3b	With constituencies						
I use critical assessment of strengths, needs and challenges to develop mutually agreed upon objectives:		Midterm			Final		
7.3c	With clients						
7.3d	With constituencies						
I select appropriate intervention strategies based on:		Midterm			Final		
7.4a	My assessment of clients						
7.4b	My assessment of constituencies.						
7.4c	My research knowledge of clients.						
7.4d	My research knowledge of constituencies.						
7.4e	The values and preferences of clients.						
7.4f	The values and preferences of constituencies.						
Midterm Strengths and/or Areas for Improvement:							
Final Strengths and/or Areas for Improvement:							

Competency		Rating					
Competency 8: The student intervenes with individuals, families, groups, organizations and communities.							
Midterm global rating for this competency		1	2	3	4	5	na
Final global rating for this competency		1	2	3	4	5	na
<mark>Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.</mark>							
I critically choose interventions to achieve practice goals and enhance capacities of		Midterm			Final		
8.1a	Clients						
8.1b	Constituencies						
I implement interventions to achieve practice goals and enhance capacities of		Midterm			Final		
8.1c	Clients						
8.1d	Constituencies						
In interventions with individuals, I apply knowledge of		Midterm			Final		
8.2a	Human behavior						
8.2b	The social environment						
8.2c	Person-in-environment						
8.2d	Other multidisciplinary theoretical frameworks						
In interventions with families, I apply knowledge of		Midterm			Final		
8.2e	Human behavior						
8.2f	The social environment						
8.2g	Person-in-environment						
8.2h	Other multidisciplinary theoretical frameworks						
In interventions with groups, I apply knowledge of		Midterm			Final		
8.2i	Human behavior						
8.2j	The social environment						
8.2k	Person-in-environment						
8.2l	Other multidisciplinary theoretical frameworks						
In interventions with organizations, I apply knowledge of		Midterm			Final		
8.2m	Human behavior						
8.2n	The social environment						
8.2o	Person-in-environment						
8.2p	Other multidisciplinary theoretical frameworks						
In interventions with communities, I apply knowledge of		Midterm			Final		
8.2q	Human behavior						
8.2r	The social environment						
8.2s	Person-in-environment						
8.2t	Other multidisciplinary theoretical frameworks						
8.3	I use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.						
I negotiate with and on behalf of:		Midterm			Final		
8.4a	diverse clients						
8.4b	diverse constituencies						
I mediate with and on behalf of:		Midterm			Final		
8.4c	diverse clients						
8.4d	diverse constituencies						
I am able to advocate with and on behalf of:		Midterm			Final		
8.4e	diverse clients						
8.4f	diverse constituencies						
8.5	I facilitate effective transitions and endings that advance mutually agreed-on goals.						
Midterm Strengths and/or Areas for Improvement:							
Final Strengths and/or Areas for Improvement:							

Competency	Rating					
Competency 9: Evaluate practice with individuals, families, groups, organizations and communities.						
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na
<mark>Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.</mark>						
For evaluation of outcomes:	Midterm		Final			
9.1a I select appropriate methods						
9.1b I use appropriate methods						
In the evaluation of outcomes with individuals, I apply knowledge of:	Midterm		Final			
9.2a Human behavior						
9.2b The social environment						
9.2c Person-in-environment						
9.2d Other multidisciplinary theoretical frameworks						
In the evaluation of outcomes with families, I apply knowledge of:	Midterm		Final			
9.2e Human behavior						
9.2f The social environment						
9.2g Person-in-environment						
9.2h Other multidisciplinary theoretical frameworks						
In the evaluation of outcomes with groups, I apply knowledge of:	Midterm		Final			
9.2i Human behavior						
9.2j The social environment						
9.2k Person-in-environment						
9.2l Other multidisciplinary theoretical frameworks						
In the evaluation of outcomes with organizations, I apply knowledge of:	Midterm		Final			
9.2m Human behavior						
9.2n The social environment						
9.2o Person-in-environment						
9.2p Other multidisciplinary theoretical frameworks						
In the evaluation of outcomes with communities, I apply knowledge of:	Midterm		Final			
9.2q Human behavior						
9.2r The social environment						
9.2s Person-in-environment						
9.2t Other multidisciplinary theoretical frameworks						
Throughout intervention processes, I am able to critically	Midterm		Final			
9.3a Analyze						
9.3b Monitor						
9.3c Evaluate						
Throughout program processes, I am able to critically	Midterm		Final			
9.3d Analyze						
9.3e Monitor						
9.3f Evaluate						
I apply evaluation findings to improve practice effectiveness at the:	Midterm		Final			
9.4a Micro level						
9.4b Mezzo level						
9.4c Macro level						
Midterm Strengths and/or Areas for Improvement:						
Final Strengths and/or Areas for Improvement:						

Summary Comments by Student--include any additional areas of strength, any concerns, and focus for continued learning:

Mid Term Self Evaluation:

_____
Student's Signature (Mid-term)   Date

_____
Field Supervisor's Signature (Mid-term)   Date

_____
Field Director's Signature (Mid-term)   Date

Final Self Evaluation:

_____
Student's Signature (Mid-term)   Date

_____
Field Supervisor's Signature (Mid-term)   Date

_____
Field Director's Signature (Mid-term)   Date

Professional Semester Field Supervisor Midterm and Final Evaluation
Return to Juniata Social Work Field Director, Lee Ann DeShong-Cook

Name of Student_____

Agency_____

Address of Agency_____

Field Supervisor_____

Dates of Field Experience_____

The evaluation process is a mutual process in which both the student and the field supervisor engage. This evaluation must be completed by the field supervisor and discussed with the student prior to returning it to the Juniata College Field Director. Both the student and the field supervisor are encouraged to consult with the Field Director if questions or concerns arise regarding the evaluation form and/or process.

The nine competencies specified in this evaluation are established by the Council on Social Work Education, which accredits social work education programs in the United States. For each of the nine competencies we ask you to use the following scale to provide a global rating for that competency. Make your rating by circling the appropriate number.

5	Student excels in this area. It is among the student's greatest SW strengths.
4	Student exceeds expectations for entry level generalist social work practice in this area.
3	Student meets expectations for entry level generalist social work practice in this area.
2	Student does not meet expectations entry level generalist social work practice in this area, but can meet expectations with additional experience and supervision in the near future.
1	Student has not met expectations for entry level generalist social work practice in this area, and I do not believe the student can meet expectations in this area in the near future.
n/a	Not applicable. Student has not yet had the opportunity to demonstrate this competency.*

Within each competency area there are a number of social work practice behaviors that we ask you to consider as you determine your global rating for the competency. We encourage you to rate each behavior using the following criteria prior to assigning the global rating, for midterm feedback. For the final, we will ask you to use the above 1-5 scale to rate each practice behavior for the student.

S	Notable strength (Please provide example)
A	Adequate, not remarkably strong or in need of improvement
I	Improvement needed (Please provide example and improvement plan)
0	Not observed or practiced*

*"Not Applicable" and "Not observed or practiced" are appropriate and expected ratings due to the high number of competencies that field supervisors are asked to assess.

Please provide comments regarding at least one area of strength and one area for improvement for each of the nine competencies. For a rating of 1 or 2, be sure to specify what tasks and/or behaviors the student needs to demonstrate to meet expectations.

1: The student demonstrates ethical and professional behavior.								
Midterm global rating for this competency			1	2	3	4	5	na
Final global rating for this competency			1	2	3	4	5	na

Student makes ethical decisions by applying:		Midterm	Final
1.1a	the standards of the NASW Code of Ethics		
1.1b	relevant laws and regulations		
1.1c	models of ethical decision making		
1.1d	ethical conduct of research		
1.1e	additional codes of ethics as appropriate to context		
Student uses reflection and self-regulation to:		Midterm	Final
1.2a	manage personal values in practice situations		
1.2b	maintain professionalism in practice situations		
Student demonstrates professional demeanor in:		Midterm	Final
1.3a	Behavior		
1.3b	Appearance		
1.3c	oral communication		
1.3d	written communication		
1.3e	use of electronic communication		
Technology		Midterm	Final
1.4a	Student uses technology ethically and appropriately to facilitate practice outcomes.		
Student uses supervision to:		Midterm	Final
1.5a	guide professional judgment		
1.5b	professional behavior		
Student uses consultation to:		Midterm	Final
1.5c	guide professional behavior		
1.5d	guide professional judgment		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

2: The student engages diversity and difference in practice.								
Midterm global rating for this competency		1	2	3	4	5	na	
Final global rating for this competency		1	2	3	4	5	na	

In practice at the micro level:		Midterm	Final
2.1a	Student applies understanding of the importance of diversity and difference in shaping life experiences		
2.1b	Student communicates understanding of the importance of diversity and difference in shaping life experiences		
In practice at the mezzo level:		Midterm	Final
2.1c	Student applies understanding of the importance of diversity and difference in shaping life experiences		
2.1d	Student communicates understanding of the importance of diversity and difference in shaping life experiences		
In practice at the macro level:		Midterm	Final
2.1e	Student applies understanding of the importance of diversity and difference in shaping life experiences		
2.1f	Student communicates understanding of the importance of diversity and difference in shaping life experiences		
Respect for diverse clients		Midterm	Final
2.2a	Student presents self as a learner.		
2.2b	Student engages clients as experts in their own experiences.		
2.2c	Student engages constituencies as experts in their own experiences.		
Student applies self-awareness to manage the influence of personal biases		Midterm	Final
2.3a	in working with diverse clients.		
2.3b	in working with diverse constituencies.		
Student applies self-regulation to manage the influence of personal biases		Midterm	Final
2.3c	in working with diverse clients.		
2.3d	working with diverse constituencies.		
Student applies self-awareness to manage the influence of personal values		Midterm	Final
2.3e	in working with diverse clients.		
2.3f	diverse constituencies.		
Student applies self-regulation to manage the influence of personal values		Midterm	Final
2.3g	in working with diverse clients.		
2.3h	in working with diverse constituencies.		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Competency 3: The student advances human rights and social, economic and environmental justice.								
Midterm global rating for this competency		1	2	3	4	5	na	
Final global rating for this competency		1	2	3	4	5	na	

<table>
<tr><td colspan="9"><i>For midterm: Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.
For final: use scale of 1-5, as described above, in the far right column, for each practice behavior.</i></td></tr>
<tr><td colspan="2">At the individual level Student applies understanding of</td><td colspan="4">Midterm</td><td colspan="3">Final</td></tr>
<tr><td>3.1a</td><td colspan="2">social justice in order to advocate for human rights</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td>3.1b</td><td colspan="2">economic justice in order to advocate for human rights</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td>3.1c</td><td colspan="2">environmental justice in order to advocate for human rights</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td colspan="2">At a systems level (family, group, organization, and/or community) Student applies my understanding of</td><td colspan="4">Midterm</td><td colspan="3">Final</td></tr>
<tr><td>3.1d</td><td colspan="2">social justice to advocate for human rights</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td>3.1e</td><td colspan="2">of economic justice to advocate for human rights</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td>3.1f</td><td colspan="2">environmental justice to advocate for human rights</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td colspan="2">Student engages in practices that advance</td><td colspan="4">Midterm</td><td colspan="3">Final</td></tr>
<tr><td>3.2a</td><td colspan="2">social justice</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td>3.2b</td><td colspan="2">economic justice</td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td>3.2c</td><td colspan="2">environmental justice</td><td colspan="3"></td><td colspan="3"></td></tr>
</table>

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Competency 4: The student engages in practice-informed research and research-informed practice.

	1	2	3	4	5	na
Midterm global rating for this competency	1	2	3	4	5	na
Final global rating for this competency	1	2	3	4	5	na

For midterm: Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.
For final: use scale of 1-5, as described above, in the far right column, for each practice behavior.

Student scientific inquiry and research activities are informed by		Midterm	Final
4.1a	practice experience		
4.1b	practice theory		
Student applies critical thinking to engage in the analysis of:		Midterm	Final
4.2a	quantitative research methods.		
4.2b	qualitative research methods.		
4.2c	quantitative research findings.		
4.2d	qualitative research findings.		
Student uses research evidence to:		Midterm	Final
4.3a	inform practice.		
4.3b	improve practice.		
4.3c	inform policy.		
4.3d	policy.		
4.3e	service delivery.		
4.3f	improve service delivery.		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Competency 5: The student engages in policy practice.								
Midterm global rating for this competency			1	2	3	4	5	na
Final global rating for this competency			1	2	3	4	5	na

For midterm: Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.
For final: use scale of 1-5, as described above, in the far right column, for each practice behavior.

Student identifies social policy that impacts well-being:		Midterm	Final
5.1a	at the local level		
5.1b	at the state level		
5.1c	at the federal level		
Student identifies social policy that impacts service delivery:		**Midterm**	**Final**
5.1d	at the local level		
5.1e	at the state level		
5.1f	at the federal level		
Student identifies social policy that impacts access to social services:		**Midterm**	**Final**
5.1g	at the local level		
5.1h	at the state level		
5.1i	at the federal level		
Student assesses how the delivery of social services is impacted by:		**Midterm**	**Final**
5.2a	social welfare policies		
5.2b	economic policies		
Student assesses how access to social services is impacted by:		**Midterm**	**Final**
5.2c	social welfare policies		
5.2d	economic policies		
Student applies critical thinking to analyze policies that advance:		**Midterm**	**Final**
5.3a	human rights		
5.3b	social justice		
5.3c	economic justice		
5.3d	environmental justice		
Student applies critical thinking to formulate policies that advance:		**Midterm**	**Final**
5.3e	human rights		
5.3f	social justice		
5.3g	economic justice		
5.3h	environmental justice		
Student applies critical thinking to advocate for policies that advance:		**Midterm**	**Final**
5.3i	human rights		
5.3j	social justice		
5.3k	economic justice		
5.3l	environmental justice		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Competency 6: The student engages with individuals, families, groups, organizations and communities.

		1	2	3	4	5	na
Midterm global rating for this competency		1	2	3	4	5	na
Final global rating for this competency		1	2	3	4	5	na

Student applies knowledge of human behavior to engage with:		Midterm	Final
6.1a	Clients		
6.1b	Constituencies		
Student applies knowledge of the social environment to engage with:		Midterm	Final
6.1c	Clients		
6.1d	Constituencies		
Student applies knowledge of person-in-environment to engage with:		Midterm	Final
6.1e	Clients		
6.1f	Constituencies		
Student applies knowledge of other multidisciplinary theoretical frameworks to engage with:		Midterm	Final
6.1g	Clients		
6.1h	Constituencies		
Student uses empathy to effectively engage diverse:		Midterm	Final
6.2a	Clients		
6.2b	Constituencies		
Student uses reflection to effectively engage diverse:		Midterm	Final
6.2c	Clients		
6.2d	Constituencies		
Student uses interpersonal skills to effectively engage diverse:		Midterm	Final
6.2e	Clients		
6.2f	Constituencies		
Student is skilled at engaging (developing a positive relationship) with:		Midterm	Final
6.2g	Individuals		
6.2h	Families		
6.2i	Groups		
6.2j	Organizations		
6.2k	Communities		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Competency 7: The student assesses individuals, families, groups, organizations and communities.

		1	2	3	4	5	na
Midterm global rating for this competency		1	2	3	4	5	na
Final global rating for this competency		1	2	3	4	5	na

<mark>*For midterm: Leave blank if adequate, note areas of strength (+) or areas for improvement (I), use 0 if not observed.*
For final: use scale of 1-5, as described above, in the far right column, for each practice behavior.</mark>

Student is skilled at:		Midterm	Final
7.1a	collecting data from clients		
7.1b	collecting data from constituencies		
7.1c	organizing data obtained from clients		
7.1d	organizing data obtained from constituencies		
Student applies critical thinking to interpret information obtained from:		Midterm	Final
7.1e	Clients		
7.1f	Constituencies		
In the analysis of data collected from individuals, Student applies knowledge of:		Midterm	Final
7.2a	human behavior		
7.2b	the social environment		
7.2c	person-in-environment		
7.2d	other multidisciplinary theoretical frameworks		
In the analysis of data collected from families, Student applies knowledge of:		Midterm	Final
7.2e	human behavior		
7.2f	the social environment		
7.2g	person-in-environment		
7.2h	other multidisciplinary theoretical frameworks		
In the analysis of data collected from groups, Student applies knowledge of:		Midterm	Final
7.2i	human behavior		
7.2j	the social environment		
7.2k	person-in-environment		
7.2l	other multidisciplinary theoretical frameworks		
In the analysis of data collected from organizations, Student applies knowledge of:		Midterm	Final
7.2m	human behavior		
7.2n	the social environment		
7.2o	person-in-environment		
7.2p	other multidisciplinary theoretical frameworks		
In the analysis of data collected from communities, Student applies knowledge of:		Midterm	Final
7.2q	human behavior		
7.2r	the social environment		
7.2s	person-in-environment		
7.2t	other multidisciplinary theoretical frameworks		
Student uses critical assessment of strengths, needs and challenges to develop mutually agreed upon goals:		Midterm	Final
7.3a	With clients		
7.3b	With constituencies		

Competency 7 (Continued): The student assesses individuals, families, groups, organizations and communities.							
Midterm global rating for this competency		1	2	3	4	5	na
Final global rating for this competency		1	2	3	4	5	na

Student uses critical assessment of strengths, needs and challenges to develop mutually agreed upon objectives:		Midterm	Final
7.3c	With clients		
7.3d	With constituencies		
Student selects appropriate intervention strategies based on:		Midterm	Final
7.4a	My assessment of clients		
7.4b	My assessment of constituencies.		
7.4c	My research knowledge of clients.		
7.4d	My research knowledge of constituencies.		
7.4e	The values and preferences of clients.		
7.4f	The values and preferences of constituencies.		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Competency 8: The student intervenes with individuals, families, groups, organizations and communities.

		1	2	3	4	5	na
Midterm global rating for this competency		1	2	3	4	5	na
Final global rating for this competency		1	2	3	4	5	na

		Midterm	Final
Student critically chooses interventions to achieve practice goals and enhance capacities of:		Midterm	Final
8.1a	Clients		
8.1b	Constituencies		
Student implements interventions to achieve practice goals and enhance capacities of:		Midterm	Final
8.1c	Clients		
8.1d	Constituencies		
In interventions with individuals, Student applies knowledge of:		Midterm	Final
8.2a	Human behavior		
8.2b	The social environment		
8.2c	Person-in-environment		
8.2d	Other multidisciplinary theoretical frameworks		
In interventions with families, Student applies knowledge of:		Midterm	Final
8.2e	Human behavior		
8.2f	The social environment		
8.2g	Person-in-environment		
8.2h	Other multidisciplinary theoretical frameworks		
In interventions with groups, Student applies knowledge of:		Midterm	Final
8.2i	Human behavior		
8.2j	The social environment		
8.2k	Person-in-environment		
8.2l	Other multidisciplinary theoretical frameworks		
In interventions with organizations, Student applies knowledge of:		Midterm	Final
8.2m	Human behavior		
8.2n	The social environment		
8.2o	Person-in-environment		
8.2p	Other multidisciplinary theoretical frameworks		
In interventions with communities, Student applies knowledge of:		Midterm	Final
8.2q	Human behavior		
8.2r	The social environment		
8.2s	Person-in-environment		
8.2t	Other multidisciplinary theoretical frameworks		
8.3	Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.		
Student negotiates with and on behalf of:		Midterm	Final
8.4a	diverse clients		
8.4b	diverse constituencies		
Student mediates with and on behalf of:		Midterm	Final
8.4c	diverse clients		
8.4d	diverse constituencies		
Student is able to advocate with and on behalf of:		Midterm	Final
8.4e	diverse clients		
8.4f	diverse constituencies		
8.5	I facilitate effective transitions and endings that advance mutually agreed-on goals.		
Midterm Strengths and/or Areas for Improvement:			
Final Strengths and/or Areas for Improvement:			

Competency 9: Evaluate practice with individuals, families, groups, organizations and communities.

		1	2	3	4	5	na
Midterm global rating for this competency		1	2	3	4	5	na
Final global rating for this competency		1	2	3	4	5	na

For evaluation of outcomes:		Midterm	Final
9.1a	Student selects appropriate methods		
9.1b	Student uses appropriate methods		
In the evaluation of outcomes with individuals, Student applies knowledge of:		Midterm	Final
9.2a	Human behavior		
9.2b	The social environment		
9.2c	Person-in-environment		
9.2d	Other multidisciplinary theoretical frameworks		
In the evaluation of outcomes with families, Student applies knowledge of:		Midterm	Final
9.2e	Human behavior		
9.2f	The social environment		
9.2g	Person-in-environment		
9.2h	Other multidisciplinary theoretical frameworks		
In the evaluation of outcomes with groups, Student applies knowledge of:		Midterm	Final
9.2i	Human behavior		
9.2j	The social environment		
9.2k	Person-in-environment		
9.2l	Other multidisciplinary theoretical frameworks		
In the evaluation of outcomes with organizations, Student applies knowledge of:		Midterm	Final
9.2m	Human behavior		
9.2n	The social environment		
9.2o	Person-in-environment		
9.2p	Other multidisciplinary theoretical frameworks		
In the evaluation of outcomes with communities, Student applies knowledge of:		Midterm	Final
9.2q	Human behavior		
9.2r	The social environment		
9.2s	Person-in-environment		
9.2t	Other multidisciplinary theoretical frameworks		
Throughout intervention processes, Student is able to critically		Midterm	Final
9.3a	Analyze		
9.3b	Monitor		
9.3c	Evaluate		
Throughout program processes, Student is able to critically		Midterm	Final
9.3d	Analyze		
9.3e	Monitor		
9.3f	Evaluate		
Student applies evaluation findings to improve practice effectiveness at the:		Midterm	Final
9.4a	Micro level		
9.4b	Mezzo level		
9.4c	Macro level		

Midterm Strengths and/or Areas for Improvement:

Final Strengths and/or Areas for Improvement:

Summary Comments by Field Supervisor--include any additional areas of strength, any concerns, and focus for continued learning:

Additional Comments/Observations by Juniata Field Director:

Mid Term Evaluation:

_____
Field Supervisor's Signature (Mid-term)   Date

_____
Student's Signature (Mid-term)   Date

_____
Field Director's Signature (Mid-term)   Date

Final Evaluation:

_____
Field Supervisor's Signature (Final)   Date

_____
Student's Signature (Mid-term)   Date

_____
Field Director's Signature (Mid-term)   Date

Recommendation by Field Supervisor:

Would you recommend the student for a position in Social Work which requires Bachelor's level preparation?

_____Yes; strong recommendation without reservation

_____Yes, with the following reservations; because

       _____

       _____

       _____

       _____

_____Unsure recommendation because

       _____

       _____

       _____

       _____

_____

Student's Signature   Date

_____

Field Supervisor's Signature   Date

_____

Field Director's Signature   Date

Please return to the Director of Field Education by: May 3, 2020

_____