

APPENDICES

NOTE: All forms are submitted online unless otherwise noted.

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- B-I. Notification of Field Placement
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- P. Field instructor's Program Evaluation
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- R. Sexual Harassment Incident Report Form – *submit form to social work office*
- S. Field Experience Guide Sign-Off Sheet

- T. Release of Information Form – *submit signed form to social work office*
- U. Cover Letter Sample
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APPENDIX A

Professor's Letter to Prospective Field Instructors and Sample Resume

Cedarville University Social Work Program

Letter to Prospective Field Instructors (obtain copies on letterhead from your professor **before** interviewing at any agency)

Dear Prospective Field Instructor,

Thank you for your willingness to interview our social work student(s) and potentially have an intern(s) for this academic school year. We recognize that if your agency is selected for intern placement, you will invest a great deal of time, energy, and expertise into our students. We would like to take this opportunity to briefly share our philosophy pertaining to the placement of social work interns.

We strive to ensure that our students' experiences are similar to what they might experience in real life. In order to achieve this goal, our students are required to interview at a minimum of three social service agencies. The students may do more than three interviews and some do, which means that some agencies that interview our students may not receive an intern. This requirement is used to help the students understand the competitiveness that may come in finding employment upon graduation from Cedarville University (CU) and to understand the importance of an interview. Once the student has completed their interviews, the student goes through a process to determine at which agency they would like to intern. This involves their professor as well as the prospective field instructor. The agency plays an important role by evaluating whether they are interested in accepting the student(s) as an intern. Once the student has decided where they would like to do their internship and has been accepted by that agency, the student sends out letters of decline to those agencies he/she did not choose. The student also sends out a letter of acceptance to the agency at which he/she was approved for an internship.

Once again, I want to thank you, in advance, for your time and commitment to this important process of our internship program at CU. Thank you for being a vital part of this educational and life experience for our students. If you were not selected this year for an intern placement, we look forward to working with you in the future. Should you have any questions and/or concerns, please feel free to contact us at your earliest convenience.

Sincerely,

Professor

Enclosure: Brochure

Carrie N. Helping

Current Address:

251 N. Main St, #3310
Cedarville, Ohio 45314
937-766-7777
s7771200@cedarville.edu

Permanent Address:

P.O. Box 2016
Grand Rapids, MI 49426
616-669-1234
soicalworker@hotmail.com

- Objective** Desire employment in the social service and/or mental health fields where I can utilize my problem-solving and counseling skills to help others better their lives.
- Education** **Cedarville University** Cedarville, OH
06/2001 *Bachelor of Science* Social Work, GPA: 3.9 Overall GPA: 3.9
Minors in Psychology and Bible
- Skills** Proficient in Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Internet use, and e-mail systems
- Relevant Experience** **McKinley Hall** Springfield, OH
09/00-03/01 *Drug and Alcohol Rehabilitation Counselor (Intern-480 hrs.)*
- Aided field director in client assessments, counseling, and therapy
 - Proficient in DSM IV diagnosis of substance abuse
 - Carried out research project studying rates of client recidivism
- 01/00-05/00 **Opportunities Industrialization Center of Clark County** Springfield, OH
Case Manager (Intern-160 hrs.)
- Interviewed incoming clients for placement in OIC's various programs
 - Worked specifically with TEAM (Training, Evaluating, and Mentoring) participants and their employers
- 7/99 **Kenora-Patricia Child and Family Services** Sioux Lookout, ON
Intake Specialist (Intern-40 hrs.)
- Joined supervisor in responding to emergency intake situations
 - Carried out client assessments and interviews
- 3/99 **Black Hills Habitat for Humanity** Rapid City, SD
Team Leader (80 hrs.)
- Worked with site coordinator in facilitating construction of a Habitat house in Rapid City
 - Coordinated all aspects of team development and activity
- 2/98 **WE CARE Program** Atmore, AL
Chaplain's Assistant (Intern-50 hrs.)
- Coordinated recreational activities for inmates
 - Led in Bible studies and other spiritually-focused activities
- Other Experience** **Self-employed** Sioux Lookout, ON
4/97-10/97 *General Contractor*
- Built two-story apartment building
 - Carried out all aspects of construction myself
- Activities** Phi Alpha Epsilon Omega Secretary (national social work honor society); Epsilon Alpha Pi Vice-President (social work club); International Student Organization President; Student Academic Advisory Board Member (Cedarville University); Alpha Chi Activities Coordinator (men's service organization); Rosedale Bible Institute Student Council President
- References** Available upon request

APPENDIX B-I
Notification of Field Placement

Cedarville University Social Work Program

Name: _____ Junior _____ Senior _____

I will be doing my internship at:

(Name of Agency) _____

(Agency Mailing Address) _____

(Address 2 – Dept, Suite, etc.) _____

(City, State, Zip) _____

My field instructor will be:

Name _____

Phone _____

Fax _____

Email _____

Please submit to the social work office a copy of your acceptance letter sent to your agency. You must also turn in copies of the letters of decline you sent to the agencies you did not choose.

APPENDIX B-II
Sample Letters of Decline and Acceptance

Cedarville University Social Work Program

Letter of Decline (This is only a sample. The student is to write **individualized** letters and mail them to the agencies he/she did not select for field placement. Submit a copy of your letter to the social work office.)

(Current date)

(Four spaces)

*Ms. Jane Addams
Hull House
23 North Main Street
Chicago, IL 60090*

Dear Ms. Addams:

Thank you for the opportunity to interview at your agency. I learned a great deal about your agency, and the services that you provide. I was very impressed with the various programs that you have implemented, and especially with your commitment to helping people. Although your agency has a lot to offer, I have decided to complete my field experience at another agency.

Thank you again for your time, and I wish the best for you as you continue in the field of social work.

Sincerely,

(Four spaces for your signature)

Intern's Name

Letter of Acceptance (This is only a sample. The student is to write an **individualized** letter and mail it to the agency he/she selected for field placement. Submit a copy of your letter to the social work office.)

(Current date)

(Four spaces)

Ms. Jane Addams
Hull House
23 North Main Street
Chicago, IL 60609

Dear Ms. Addams:

Thank you for the opportunity to interview at your agency. I learned a great deal about your agency, and the services that you provide. I was very impressed with the various programs that you have implemented, and especially with your commitment to helping people. Your agency appears to offer the type of experience that I would like to have in a field experience and would appreciate the opportunity to work with you.

I am looking forward to working with you, and learning about the populations you serve. I will be contacting you this summer to establish a starting time for me to report to your agency and what you would want me to do to prepare. The fall semester begins -----.

Sincerely,

(Four spaces for your signature)

Intern's Name

Appendix C
Student's Agency Interview Choice Form

Cedarville University Social Work Program

Name: _____ Junior _____ Senior _____

Names of agencies with which you wish to interview:

1. _____

Reason:

2. _____

Reason:

3. _____

Reason:

*Do not proceed with scheduling of interviews without the professor's approval.

Appendix D
Student's Final Choice Form for Agency Experience

Cedarville University Social Work Program

Name: _____ Junior _____ Senior _____

FIRST CHOICE AGENCY _____ Date and time of interview: _____

Reason: _____

Population Served: _____

Services Offered: _____

Field Instructor's Name _____ E-Mail _____

SECOND CHOICE AGENCY _____ Date and time of interview _____

Reason: _____

Population Served: _____

Services Offered: _____

Field Instructor's Name _____ E-Mail _____

THIRD CHOICE AGENCY _____ Date and time of interview _____

Reason: _____

Population Served: _____

Services Offered: _____

Field Instructor's Name _____ E-Mail _____

Appendix E
Intern's Job Description

Cedarville University Social Work Program

Student: _____

Agency: _____

Field instructor: _____

Title: _____

Student's job description for field experience: _____

Approximate number of hours per week: _____

Beginning date of field experience: _____

Date you expect to complete field experience: _____

SIGNATURES:

Student: _____ Date: _____

Field instructor: _____ Date: _____

Appendix F
Field Instructor Information Form

Cedarville University Social Work Program

SECTION 1:

Today's Date: _____

Name: _____ Home Phone: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

Present Employer: _____ Work Phone: _____

Work Address: _____

Work Address -Dept, Ste, etc.: _____

City: _____ State: _____ Zip Code: _____

Email Address: _____ Fax: _____

Professional Licenses held: _____

My interests in working with your social work program include (in addition to field supervision):

- Conducting a seminar (list topics) _____
- Guest lecturing in class (list topics) _____
- Serving on your Advisory Board _____
- Other _____

CU student I will be supervising: First Name _____ Last Name _____

SECTION 2:

EDUCATION

Name/location of college: _____

Date of graduation: _____ Degree earned: _____

Name/location of graduate school: _____

Date of graduation: _____ Degree earned: _____

Additional Education/Training: _____

SECTION 3: A current resume may be attached for Section 3

EMPLOYMENT HISTORY (Paid and Volunteer)

(Agency/Organization--present or most recent)

(Time Employed)

Responsibilities: _____

(Agency/Organization--previous)

(Time Employed)

Responsibilities: _____

(Agency/Organization--previous)

(Time Employed)

Responsibilities: _____

Appendix G-I
Sample Learning Contract

Cedarville University Social Work Program

STUDENT: Name: _____

AGENCY: Name: _____

Field instructor: _____

I. AGENCY LEARNING GOALS and OBJECTIVES (List two to three goals with their objectives.)

A. *List first learning goal.* For example, "Become familiar with the agency's policies regarding the clients it serves."

List at least two objectives to help you reach this goal. For example:

1. Read related information on the agency as prescribed by the field instructor.
2. Take notes and document questions/issues to discuss with field instructor.

B. *List second learning goal.* For example, "Become knowledgeable of the services provided by the agency that are in the specific area in which you have been placed."

List at least two objectives to help you reach this goal. For example:

1. Observe field instructor through at least six (6) contacts with clients.
2. Read at least two (2) pieces of material related to the clients in your area of placement.

II. PERSONAL LEARNING GOALS and OBJECTIVES (List two to three goals with their objectives.)

A. *List first learning goal.* For example, "Present myself in a professional manner at the agency."

List at least two objectives to help you reach this goal. For example:

1. Seek feedback from my field instructor on a weekly basis on my interpersonal skills level.
2. Be willing to admit I may not know something and seek to problem solve the matter that is appropriate.

- B. *List second learning goal.* For example, “Become more confident in addressing the clients of the agency.”

List at least two objectives to help you reach this goal. For example:

1. Identify at least one assertive issue through supervision.
2. Practice at least one assertive issue weekly and solicit my field instructor’s feedback.

III. **PROFESSIONAL LEARNING GOALS and OBJECTIVES** (List two to three goals with their objectives.)

- A. *List first learning goal.* For example, “Learn about the resources available in the community for the population that your agency serves.”

List at least two objectives to help you reach this goal. For example:

1. Visit at least two (2) other agencies that serve your clients with questions prepared beforehand through supervision.
2. Interview at least two (2) staff members about the resources they use for their clients with questions prepared beforehand through supervision.

- B. *List second learning goal.* For example, “Develop skills in understanding group process and working with groups.”

List at least two objectives to help you reach this goal. For example:

1. Observe field instructor’s skills in group for 2-3 sessions.
2. Co-facilitate the group beginning in January through May.

SIGNATURES:

Student: _____

Date: _____

Field instructor: _____

Date: _____

Professor: _____

Date: _____

Appendix G-II
Field Experience Learning Contract

Cedarville University Social Work Program

STUDENT: Name: _____

AGENCY: Name: _____

Field instructor: _____

I. **AGENCY LEARNING GOALS and OBJECTIVES** (List two to three goals with their objectives.)

A. Goal 1:

1. Objective 1:

2. Objective 2:

B. Goal 2:

1. Objective 1:

2. Objective 2:

C. Goal 3:

1. Objective 1:

2. Objective 2:

II. **PERSONAL LEARNING GOALS and OBJECTIVES** (List two to three goals with their objectives.)

A. Goal 1:

1. Objective 1:

2. Objective 2:

B. Goal 2:

1. Objective 1:

2. Objective 2:

C. Goal 3:

1. Objective 1:
2. Objective 2:

III. **PROFESSIONAL LEARNING GOALS and OBJECTIVES** (List two to three goals with their objectives.)

A. Goal 1:

1. Objective 1:
2. Objective 2:

B. Goal 2:

1. Objective 1:
2. Objective 2:

C. Goal 3:

1. Objective 1:
2. Objective 2:

SIGNATURES:

Student: _____ Date: _____

Field instructor: _____ Date: _____

Professor: _____ Date: _____

Appendix H

Instructions for Learning Contract Conference Preparation

Cedarville University Social Work Program

There are four (4) parts to preparing for the Learning Contract Conference:

- (1) Scheduling the conference
- (2) Preparing the Learning Contract form
- (3) Job description
- (4) Participating in the conference

1. Scheduling the Learning Contract Conference

The conference usually takes place at the field experience agency. Participants are field instructor, the student or students, and the professor. Allow an hour for each conference. See professor for finalizing the date, time, and place.

The student is responsible for setting up a date and time that is agreeable to all participants in the conference. If more than one student is involved, perhaps one could take the responsibility for coordinating the scheduling for that field experience agency. It may be necessary for some to use time outside of regularly scheduled field experience hours. The student receives credit on time sheets for conference time.

2. Preparing the Learning Contract Form

The intention of the form is to set up measurable "learning and doing" goals and objectives for field experience that are individualized for each student, that are feasible in the agency, and that are attainable within the school year. The student is responsible for the preparation, and the field instructor is expected to be involved to the extent that is mutually agreeable. The student is expected to initiate working on the preparation with the field instructor. **The contract should be developed online and submitted to the professor two days before the conference time**

The headings of sections labeled Agency, Personal, and Professional are intended to offer a focus for broad coverage. There may be overlapping of goals under these headings, and this is acceptable. The main idea of the divisions is to encourage the student to develop goals in each of these three broad areas, which are all considered important to social work professional training.

- a) AGENCY LEARNING GOALS pertain to the unique nature of the field agency that the student wishes to learn about and/or contribute to. Consideration should be given to the following areas when deciding your learning goals:
 - Services and programs the agency provides
 - Agency history, philosophy, and funding

- Client population served
- Organizational structure
- Agency policies and procedures
- Agency decision-making process

Examples of goals and objectives for Agency Learning Goals:

- (1) Learn how the court works from arrest to disposition of case
 - a. Go to court and observe proceedings
 - b. Read guidelines from court procedures manual
 - c. Discuss process with court worker
- (2) Become familiar with the agency's philosophy, policies, and operating agendas
 - a. Read Survival Manual several times
 - b. Observe staff in implementing individual plans for runaway youth
 - c. Attend weekly supervision sessions for clarification and feedback

b) PERSONAL LEARNING GOALS pertain to your own uniqueness as an individual and changes you want to make within yourself and in your behavior that would help you in your role as a practicing social work student in your agency. This may involve building upon your strengths and talents, working on minimizing weaknesses and vulnerabilities, and expanding sensitivities and self-awareness. Consideration should also be given to the following when deciding your learning goals:

- The differences between personal and professional tasks
- Personal blocks to effective social work practice
- Self-awareness in relation to human diversity (i.e. cultural and lifestyle differences, disadvantaged groups, women's issues)
- Personal values that help or interfere with effective social work practice

Examples of goals and objectives for Personal Learning Goals:

- (1) Become more assertive
 - a. Speak at least two times in the first group session, four times in the second, and six times in subsequent sessions
 - b. Ask for feedback from co-leader of group
 - c. Report on my progress in weekly instructor sessions
- (2) Increase my awareness of the population served by my agency and of my own biases and prejudices
 - a. Read three articles on Hispanic culture
 - b. Discuss the issues raised in the articles and in my contact with clients with the Hispanic social worker in the agency
 - c. Attend in-service training on working with Hispanic clients

c) PROFESSIONAL LEARNING GOALS pertain to theory, methods, and skills common to the work of a professional social worker that you can learn in your agency and that would be applicable in other social work agencies as well. Consideration should be given to the following areas when deciding on your learning goals:

- Social work values and ethics
- Accountability to client systems (i.e.: maintaining client confidentiality, keeping appointments, following through on plans)
- Teamwork with other agency staff
- Identification of client concerns/problems
- Communication and interviewing skills
- Problem-solving process
- Diversity (i.e. cultural, ethnic, racial)
- Community resources and making referrals

NOTE TO SENIORS - In addition to the above areas, consideration should be given to the following:

- General social work practice method (establishing relationships, collecting data, making assessments, interventions, evaluation, and termination)
- Integrating and applying academic knowledge and theory to actual social work situations

Examples of goals and objectives for Professional Learning Goals:

- (1) **Develop skills in understanding group process and working with groups**
 - a. **Observe instructor's skills in After-School adolescent group for 2-3 sessions**
 - b. **Co-facilitate the group beginning in January through May**
 - c. **Ask for feedback from instructor after each session**
- (2) **Learn about national, state, and local resources available to the elderly**
 - a. **Contact referral services of the metro area and visit at least two**
 - b. **Obtain and familiarize self with printed materials such as Elderly Resource Directory**
 - c. **Attend orientation session**

3. Participating in the Conference

The purpose of the conference is to confirm, clarify, expand, or modify goals and objectives. This is done through sharing, questioning, and feedback. The Learning Contract form is a working document that is the basis for the conference. Some learning goals may need some revisions as a result of brainstorming during the conference. Some forms will not require any modification. The student, the field instructor, and the professor are all expected to offer input at the conference. The professor may use the opportunity to learn more about the specifics of the field experience assignments.

The final form signed by the student, the field instructor, and the professor is retained by the social work office in the student's file, and the student and the field instructor keep copies. The Learning Contract becomes part of the framework for training at the agency. The Learning Goals become the basis for future evaluation of the student. Final evaluation of field experience takes place just before completion of the required number of hours each semester.

Revision of the Learning Contract form may be necessary following the Learning Goal conference. If revision is necessary, the student is expected to amend the form and return it to the professor within three (3) days after the conference.

Appendix I-I Sample Field Experience Supervisory Agenda

Cedarville University Social Work Program

Supervisor: Penny Nickel Date of Meeting: 10-8-10

Agency: Helpers Inc

Instructions:

This form is used to guide the weekly hour-long supervision time between the student and field instructor. The student must come prepared each week with the agenda items section completed with the topics they wish to discuss, and a copy of the supervisory agenda in hand for the field instructor. The field instructor may add other items to the agenda as well. During the course of the meeting, the student is responsible to write out the issues discussed on the form. The field instructor may also want to record items discussed on their copy, but it is ultimately up to the student to make sure the form is filled out. At the end of the meeting, both the field instructor and student place their signatures at the bottom of the second page in order to verify that the meeting took place.

It is not necessarily expected that every section of the form will be filled in each week; however, the form should reflect how the student is progressing.

Agenda Items:

1. scheduling for holiday
2. go over journals and enrichment assignment
3. ask if what I did – talking with residents after court- was good or not
4. _____
5. _____

Ethical Practice – to be referenced to the NASW Code of Ethics, as applicable (write out):

1. Confidentiality (hope to work on handout) Code of Ethics 1.07 Privacy and Confidentiality
“Social workers should protect the confidentiality of all information obtained in the course of professional service.”
2. Social worker at court gave option that didn't exist to a resident Code of Ethics 1.04 (a) “Social workers should provide services and represent themselves as competent only within the boundaries of their education training, license, certification, consultation received, supervised experience, or other relevant professional experience.”
3. _____

Things the Student Did Well:

1. *networked to get things accomplished – appliances, community nights*
2. *planning event*
3. _____

Personal Reflection (self-awareness):

1. *self-care – taking Monday off*
2. *learning more about meds*
3. *know procedures/crisis intervention for weekend duty*

Plan for Improvement:

1. *talk to Jennifer – learn med logs, procedures, etc.*
2. *self-care thing before weekend*
3. *write down thoughts I want to convey and practice communicating*

Learning Objectives for the Next Session:

1. *research – find out from Patti*
2. *grant – get details from Patti*
3. _____

Field instructor's Signature: *Penny Nickel, LDSW*

Student's Signature: *Sharon Love*

Appendix I-II Field Experience Supervisory Agenda

Cedarville University Social Work Program

Supervisor: _____ Date of Meeting: _____

Agency: _____

Instructions:

This form is used to guide the weekly hour-long supervision time between the student and field instructor. The student must come prepared each week with the agenda items section completed with the topics they wish to discuss, and a copy of the supervisory agenda in hand for the field instructor. The field instructor may add other items to the agenda as well. During the course of the meeting, the student is responsible to write out the issues discussed on the form. The field instructor may also want to record items discussed on their copy, but it is ultimately up to the student to make sure the form is filled out. At the end of the meeting, both the field instructor and student place their signatures at the bottom of the second page in order to verify that the meeting took place.

It is not necessarily expected that every section of the form will be filled in each week; however, the form should reflect how the student is progressing.

Agenda Items:

1. _____
2. _____
3. _____
4. _____
5. _____

Ethical Practice – to be referenced to the NASW Code of Ethics, as applicable (write out):

1. _____
2. _____
3. _____

Things the Student Did Well:

1. _____
2. _____
3. _____

Personal Reflection (self-awareness):

1. _____
2. _____
3. _____

Plan for Improvement:

1. _____
2. _____
3. _____

Learning Objectives for the Next Session:

1. _____
2. _____
3. _____

Field instructor's Signature: _____

Student's Signature: _____

Name _____

Box # _____

Appendix J-I

Guidelines for Junior Field Experience Journal

Cedarville University Social Work Program

(Use professional jargon where possible in recording.)

Name: _____ Week of: _____

Agency: _____ Journal # _____

Field instructor: _____

Two (2) to four (4) typed pages (12-point font) doubled spaced. Include the above heading on each journal submitted. List and answer each of the following questions:

1. What did you learn (positive or negative) from field experience this past week? Include facts.
2. What did you learn from your client(s) and how did this new information/insight encourage you to learn more regarding the situation? Give me an example of how you implemented this.
3. How did you integrate knowledge (including research based knowledge), values, and skills into your practice?
4. What interviewing skills did you use or did you observe and how did you/they do?
5. What issues related to poverty did you observe? Include any oppression/discrimination findings and suggest any interventions for change.
6. What professional social work values did you observe or apply from the Codes of Ethics? Indicate which code of ethics you utilized.
7. List the activities that you were involved in this week (i.e. client contacts, orientations, paperwork).
8. Suggest at least one outstanding learning experience or question which might be shared with the class.
9. Give an example of when you analyzed and/or applied the knowledge, values, and skills of the social work practice from a Christian worldview. Support it with Scripture. Are there any local church implications?
10. What did you say in class this past week that would count toward your participation grade?
11. Did you need to submit a personal safety report at your agency? If yes, please explain.

Name _____

Box # _____

APPENDIX J-II

Guidelines for Senior Field Experience Journal

Cedarville University Social Work Program

(Use professional jargon where possible in recording.)

Name: _____ Week of: _____

Agency: _____ Journal # _____

Field instructor: _____

Four (4) to six (6) typed pages (12 point font) double spaced. Include the above heading on each journal submitted. List and answer each of the following questions.

1. What did you do this past week in field experience? Please elaborate.
2. What did you learn from your client(s) and how did this new information/insight encourage you to learn more regarding the situation? Give me an example of how you implemented this.
3. What feelings did you experience in field this week? In what ways did your personal and/or professional values help or hinder the feelings you were experiencing?
4. What are some of the things you would have done differently in field experience if you were given the opportunity to do it over again?
5. What would be the change of outcomes in doing things over again?
6. How did you integrate knowledge (including research based knowledge), values, and skills into your practice?
7. What plan or intervention would you or did you propose?
8. What interpersonal skills (such as empathy) did you find yourself consciously applying in your practice?
9. Suggest at least one outstanding learning experience or question which might be shared with the class.
10. Give an example where you analyzed and/or applied the knowledge, values, and skills of the social work practice from a Christian worldview. Support it with Scripture. Are there any local church implications?
11. What did you say in class this past week that would count toward your participation grade?
12. Did you need to submit a personal safety report at your agency? If yes, please explain.

APPENDIX K-I

Field Instructor's First Semester Field Experience Evaluation of Student

Cedarville University Social Work Program

Student: _____ Junior: _____ Senior: _____

Agency: _____

Period Evaluation Covers: _____ to _____

USE OF THIS FORM

This is the evaluation form to use in the middle of the student's field experience. It is important that evaluation of the student be a shared process and that you and the student discuss variations and similarities in your assessments.

RATING SCALE

In an ongoing effort to assess the quality of the social work program at Cedarville University, we are asking you to complete the following evaluation. Listed below are several questions regarding how academically prepared the student was to work in your agency. The response items range from 1 to 5 (1 reflecting you strongly disagree and 5 reflecting you strongly agree). Please circle the response that reflects your opinion.

Strongly Disagree		Agree		Strongly Agree
1. Demonstrates knowledge of the agency's programs and client population served				
1	2	3	4	5
2. Shows awareness of social work values and ethics				
1	2	3	4	5
3. Handles work load, organizes time well				
1	2	3	4	5
4. Recognizes personal changes he/she needs to make in order to work effectively as a social worker				
1	2	3	4	5
5. Demonstrates self-awareness in relation to human diversity (cultural and lifestyle differences, disadvantaged groups, women's issues)				
1	2	3	4	5

6. Demonstrates understanding of how his/her own values help or interfere with social work practice

1 2 3 4 5

7. Expresses self clearly in verbal communication

1 2 3 4 5

8. Expresses self clearly in written communication

1 2 3 4 5

9. Demonstrates acceptance of self and others

1 2 3 4 5

10. Seeks feedback and critique regarding own work

1 2 3 4 5

11. Is on time for appointments

1 2 3 4 5

12. Demonstrates problem-solving skills

1 2 3 4 5

13. Discusses classroom knowledge and theory in relation to client situations

1 2 3 4 5

14. Attends to professional role and boundaries

1 2 3 4 5

STUDENT'S RESPONSIBILITIES

Number and types of assignments student has been given. Please write a brief description of each assignment—working with individual cases, working with groups, special projects.

ADDITIONAL COMMENTS AND SUGGESTIONS OF FIELD INSTRUCTOR REGARDING STUDENT

Students' strengths, areas of growth, what to work on next semester:

Would you like to schedule an end-of-semester conference with field instructor, student, and professor?

Yes_____ No_____

SIGNATURES

Field instructor:_____ Date:_____

Student:_____ Date:_____

Professor:_____ Date:_____

Please total the circled numbers on the rating scale above: _____

Now circle the grade that corresponds with that total number.

A = 53-65

B = 40-52

C = 27-39

D/F = 0-26

This is meant to be used as a guide in determining the student's grade. If the field instructor feels that the number does not accurately reflect the student's deserved grade, please fill in a suggested grade below and add any comments pertaining to the situation. Pluses (+) and minuses (-) may be given at the discretion of the field instructor.

Suggested Grade:_____

APPENDIX K-II
Student's First Semester Evaluation of His/Her Field Experience

Cedarville University Social Work Program

Student: _____ Junior: _____ Senior: _____

Agency: _____

Period Evaluation Covers: _____ to _____

USE OF THIS FORM

This is the evaluation form to use in the middle of your field experience. It is important that evaluation of yourself be a shared process and that you and your field instructor discuss variations and similarities in your assessments.

RATING SCALE

In an ongoing effort to assess the quality of the social work program at Cedarville University, we are asking you to complete the following evaluation. Listed below are several questions regarding how academically prepared you were to work in this agency. The response items range from 1 to 5 (1 reflecting you strongly disagree and 5 reflecting you strongly agree). Please circle the response that reflects your opinion.

Strongly Disagree		Agree		Strongly Agree	
	1	2	3	4	5
1. Demonstrates knowledge of the agency's programs and client population served					
	1	2	3	4	5
2. Shows awareness of social work values and ethics					
	1	2	3	4	5
3. Handles work load, organizes time well					
	1	2	3	4	5
4. Recognizes personal changes he/she needs to make in order to work effectively as a social worker					
	1	2	3	4	5
5. Demonstrates self-awareness in relation to human diversity (cultural and lifestyle differences, disadvantaged groups, women's issues)					
	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 6. Demonstrates understanding of how his/her own values help or interfere with social work practice | 1 | 2 | 3 | 4 | 5 |
| 7. Expresses self clearly in verbal communication | 1 | 2 | 3 | 4 | 5 |
| 8. Expresses self clearly in written communication | 1 | 2 | 3 | 4 | 5 |
| 9. Demonstrates acceptance of self and others | 1 | 2 | 3 | 4 | 5 |
| 10. Seeks feedback and critique regarding own work | 1 | 2 | 3 | 4 | 5 |
| 11. Is on time for appointments | 1 | 2 | 3 | 4 | 5 |
| 12. Demonstrates problem-solving skills | 1 | 2 | 3 | 4 | 5 |
| 13. Discusses classroom knowledge and theory in relation to client situations | 1 | 2 | 3 | 4 | 5 |
| 15. Attends to professional role and boundaries | 1 | 2 | 3 | 4 | 5 |

STUDENT'S RESPONSIBILITIES

Number and types of assignments you have been given. Please write a brief description of each assignment—working with individual cases, working with groups, special projects.

ADDITIONAL COMMENTS

Your strengths, areas of growth, what to work on next semester:

Would you like to schedule an end-of-semester conference with field instructor, student, and professor?

Yes_____ No_____

SIGNATURES

Student:_____ Date:_____

Field Instructor:_____ Date:_____

Professor:_____ Date:_____

Please total the circled numbers on the rating scale above: _____

Now circle the grade that corresponds with that total number.

A = 53-65

B = 40-52

C = 27-39

D/F = 0-26

This is meant to be used as a guide in determining your grade. If you feel that the number does not accurately reflect your deserved grade, please fill in a suggested grade below.

Suggested Grade:_____

APPENDIX L-I
Field Instructor's Final Evaluation of Student in Junior Field Experience

Cedarville University Social Work Program

Student: _____

Agency: _____

Period Evaluation Covers: _____ to _____

USE OF THIS FORM

This is the evaluation form to use at the end of the junior student's field experience. It is important that evaluation of the student be a shared process and that you and the student discuss variations and similarities in your assessments.

RATING SCALE

In an ongoing effort to assess the quality of the social work program at Cedarville University, we are asking you to complete the following evaluation. Listed below are several questions regarding how academically prepared the student was to work in this agency. The response items range from 1 to 5 (1 reflecting you strongly disagree and 5 reflecting you strongly agree). Please circle the response that reflects your opinion.

Strongly Disagree		Agree		Strongly Agree
<u>Knowledge of Agency</u>				
1. Demonstrates comprehension of agency history, philosophy, and funding				
1	2	3	4	5
2. Demonstrates knowledge of agency programs				
1	2	3	4	5
3. Demonstrates understanding of client population served				
1	2	3	4	5
4. Demonstrates knowledge of organizational structure				
1	2	3	4	5
5. Actively utilizes policies and procedures				
1	2	3	4	5
6. Represents agency in a professional manner				
1	2	3	4	5

Professional Social Work Roles

7. Shows awareness of social work values and ethics

1 2 3 4 5

8. Maintains client confidentiality

1 2 3 4 5

9. Demonstrates accountability to client systems (by keeping appointments, following through on plans)

1 2 3 4 5

10. Identifies self as a social work professional

1 2 3 4 5

11. Handles work load, organizes time well, works efficiently

1 2 3 4 5

12. Works effectively with other staff of the agency, both individually and as a team member

1 2 3 4 5

13. Demonstrates ability to apply critical thinking skills within context of professional social work practice

1 2 3 4 5

Personal and Professional Issues

14. Demonstrates understanding of the differences between personal and professional tasks

1 2 3 4 5

15. Recognizes personal changes he/she needs to make in order to work effectively as a social worker

1 2 3 4 5

16. Demonstrates self-awareness in relation to human diversity (cultural differences, disadvantaged groups, women's issues)

1 2 3 4 5

17. Demonstrates understanding of how his/her own values help or interfere with social work practice

1 2 3 4 5

18. Demonstrates understanding of oppression and discrimination as it relates to client systems

1 2 3 4 5

19. Demonstrates an understanding, sensitivity, and commitment to issues related to poverty

1 2 3 4 5

20. Applies knowledge of bio-psycho-social-spiritual variables to client situations at a beginning level

1 2 3 4 5

Communication and Interviewing Skills

21. Expresses self clearly in verbal communication

1 2 3 4 5

22. Demonstrates ability to establish warm, helping relationships

1 2 3 4 5

23. Demonstrates acceptance of self and others

1 2 3 4 5

24. Expresses differing points of view without depreciating others

1 2 3 4 5

25. Expresses self clearly in written communication

1 2 3 4 5

26. Shows congruence in verbal and non-verbal messages given

1 2 3 4 5

27. Demonstrates ability to listen with empathetic understanding

1 2 3 4 5

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

1 2 3 4 5

Use of Supervision

29. Seeks feedback and critique regarding own work

1 2 3 4 5

30. Shows ability to use feedback for constructive growth and change

1 2 3 4 5

31. Is on time for appointments

1 2 3 4 5

32. Shows responsibility for work coverage

1 2 3 4 5

33. Completes assignments on time

1 2 3 4 5

Integration and Application of Academic Knowledge and Theory to Actual Social Work Situations

34. Shows ability to apply basic concepts and principles to client situations

1 2 3 4 5

35. Discusses classroom knowledge and theory in relation to client situations

1 2 3 4 5

36. Contributes to the learning of others

1 2 3 4 5

STUDENT'S RESPONSIBILITIES

Number and types of assignments the student has been given. Please write a brief description of each assignment—working with individual cases, working with groups, special projects.

EVALUATION OF LEARNING GOALS (Please refer to Learning Contract)

1. Those completed: _____

2. Those not completed: (Please explain) _____

ADDITIONAL COMMENTS AND SUGGESTIONS OF FIELD INSTRUCTOR REGARDING STUDENT
(student's strengths, areas of growth)

SIGNATURES

Field instructor: _____ Date: _____

Student: _____ Date: _____

Professor: _____ Date: _____

Please total the circled numbers on the rating scale above: _____

Now circle the grade that corresponds with that total number.

A = 145 - 175

B = 109 - 144

C = 73 - 108

D/F = 0 - 73

This is meant to be used as a guide in determining your grade. If you feel that the number does not accurately reflect your deserved grade, please fill in a suggested grade below.

Suggested Grade: _____

APPENDIX L-II
Student's Final Evaluation of His/Her Junior Field Experience

Cedarville University Social Work Program

Student: _____

Agency: _____

Period Evaluation Covers: _____ to _____

USE OF THIS FORM

This is the evaluation form to use at the end of your junior field experience. It is important that evaluation of yourself be a shared process and that you and your field instructor discuss variations and similarities in your assessments.

RATING SCALE

In an ongoing effort to assess the quality of the social work program at Cedarville University, we are asking you to complete the following evaluation. Listed below are several questions regarding how academically prepared you were to work in this agency. The response items range from 1 to 5 (1 reflecting you strongly disagree and 5 reflecting you strongly agree). Please circle the response that reflects your opinion.

Strongly Disagree

Agree

Strongly Agree

Knowledge of Agency

1. Demonstrates comprehension of agency history, philosophy, and funding

1 2 3 4 5

2. Demonstrates knowledge of agency programs

1 2 3 4 5

3. Demonstrates understanding of client population served

1 2 3 4 5

4. Demonstrates knowledge of organizational structure

1 2 3 4 5

5. Actively utilizes policies and procedures

1 2 3 4 5

19. Demonstrates an understanding, sensitivity, and commitment to issues related to poverty

1 2 3 4 5

20. Applies knowledge of bio-psycho-social-spiritual variables to client situations at a beginning level

1 2 3 4 5

Communication and Interviewing Skills

21. Expresses self clearly in verbal communication

1 2 3 4 5

22. Demonstrates ability to establish warm, helping relationships

1 2 3 4 5

23. Demonstrates acceptance of self and others

1 2 3 4 5

24. Expresses differing points of view without depreciating others

1 2 3 4 5

25. Expresses self clearly in written communication

1 2 3 4 5

26. Shows congruence in verbal and non-verbal messages given

1 2 3 4 5

27. Demonstrates ability to listen with empathetic understanding

1 2 3 4 5

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

1 2 3 4 5

Use of Supervision

29. Seeks feedback and critique regarding own work

1 2 3 4 5

30. Shows ability to use feedback for constructive growth and change

1 2 3 4 5

31. Is on time for appointments

1 2 3 4 5

32. Shows responsibility for work coverage

1 2 3 4 5

33. Completes assignments on time

1 2 3 4 5

Integration and Application of Academic Knowledge and Theory to Actual Social Work Situations

34. Shows ability to apply basic concepts and principles to client situations

1 2 3 4 5

35. Discusses classroom knowledge and theory in relation to client situations

1 2 3 4 5

36. Contributes to the learning of others

1 2 3 4 5

STUDENT'S RESPONSIBILITIES

Number and types of assignments you have been given. Please write a brief description of each assignment—working with individual cases, working with groups, special projects.

EVALUATION OF LEARNING GOALS (Please refer to Learning Contract)

1. Those completed: _____

2. Those not completed: (Please explain) _____

ADDITIONAL COMMENTS

SIGNATURES

Student: _____ Date: _____

Field instructor: _____ Date: _____

Professor: _____ Date: _____

Please total the circled numbers on the rating scale above: _____

Now circle the grade that corresponds with that total number.

A = 145 - 175

B = 109 - 144

C = 73 - 108

D/F = 0 - 73

This is meant to be used as a guide in determining your grade. If you feel that the number does not accurately reflect your deserved grade, please fill in a suggested grade below.

Suggested Grade: _____

Appendix M-I
Field Instructor's Final Evaluation of Student in Senior Field Experience

Cedarville University Social Work Program

Student: _____

Agency: _____

Period Evaluation Covers: _____ to _____

USE OF THIS FORM

This is the evaluation form to use at the end of the student's senior field experience. It is important that evaluation of the student be a shared process and that you and the student discuss variations and similarities in your assessments.

RATING SCALE

In an ongoing effort to assess the quality of the social work program at Cedarville University, we are asking you to complete the following evaluation. Listed below are several questions regarding how academically prepared the student was to work in this agency. The response items range from 1 to 5 (1 reflecting you strongly disagree and 5 reflecting you strongly agree). Please circle the response that reflects your opinion.

Strongly Disagree

Agree

Strongly Agree

Knowledge of Agency

1. Demonstrates comprehension of agency history, philosophy, and funding

1 2 3 4 5

2. Demonstrates knowledge of agency programs

1 2 3 4 5

3. Demonstrates understanding of client population served

1 2 3 4 5

4. Demonstrates knowledge of organizational structure

1 2 3 4 5

5. Actively utilizes policies and procedures

1 2 3 4 5

6. Represents agency in a professional manner

1 2 3 4 5

Professional Social Work Roles

7. Shows awareness of social work values and ethics

1 2 3 4 5

8. Maintains client confidentiality

1 2 3 4 5

9. Demonstrates accountability to client systems (by keeping appointments, following through on plans)

1 2 3 4 5

10. Identifies self as a social work professional

1 2 3 4 5

11. Handles work load, organizes time well, works efficiently

1 2 3 4 5

12. Works effectively with other staff of the agency, both individually and as a team member

1 2 3 4 5

13. Demonstrates ability to apply critical thinking skills within context of professional social work practice

1 2 3 4 5

Personal and Professional Issues

14. Demonstrates understanding of the differences between personal and professional tasks

1 2 3 4 5

15. Recognizes personal changes he/she needs to make in order to work effectively as a social worker

1 2 3 4 5

16. Demonstrates self-awareness in relation to human diversity (cultural differences, disadvantaged groups, women's issues)

1 2 3 4 5

17. Demonstrates understanding of how his/her own values help or interfere with social work practice

1 2 3 4 5

18. Demonstrates understanding of oppression and discrimination as it relates to client systems

1 2 3 4 5

19. Applies knowledge of bio-psycho-social-spiritual variables to client situations at a beginning level

1 2 3 4 5

Communication and Interviewing Skills

20. Expresses self clearly in verbal communication

1 2 3 4 5

21. Demonstrates ability to establish warm, helping relationships

1 2 3 4 5

22. Demonstrates acceptance of self and others

1 2 3 4 5

23. Expresses differing points of view without depreciating others

1 2 3 4 5

24. Expresses self clearly in written communication

1 2 3 4 5

25. Shows congruence in verbal and non-verbal messages given

1 2 3 4 5

26. Demonstrates ability to listen with empathetic understanding

1 2 3 4 5

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

1 2 3 4 5

Use of Supervision

28. Seeks feedback and critique regarding own work

1 2 3 4 5

29. Shows ability to use feedback for constructive growth and change

1 2 3 4 5

30. Is on time for appointments

1 2 3 4 5

31. Shows responsibility for work coverage

1 2 3 4 5

32. Completes assignments on time

1 2 3 4 5

Generalist Social Work Practice Method—Engagement

33. Shows ability to state nature of concerns/problems that are brought to his/her attention

1 2 3 4 5

34. Is able to identify feelings as expressed verbally or non-verbally by client systems

1 2 3 4 5

35. Shows ability to work with different systems (clients, communities, other agencies, staff)

1 2 3 4 5

36. Shows ability to respond in a helpful way to clients from different cultural, racial, lifestyle, and gender traditions

1 2 3 4 5

Generalist Social Work Practice Method—Data Collection

37. Shows purposefulness and selectivity in gathering facts

1 2 3 4 5

38. Demonstrates ability to organize facts

1 2 3 4 5

39. Shows ability to record data in a clear concise manner

1 2 3 4 5

40. Involves client system in process of data collection

1 2 3 4 5

41. Maintains client confidentiality

1 2 3 4 5

Generalist Social Work Practice Method—Assessment

42. Shows ability to identify the major systems involved with the problem(s) being addressed (family, community, school, employment)

1 2 3 4 5

43. Demonstrates ability to prioritize problems

1 2 3 4 5

44. Shows ability to set goals and contract with client systems

1 2 3 4 5

45. Shows ability to work with diverse groups and individuals

1 2 3 4 5

Generalist Social Work Practice Method—Intervention

46. Uses knowledge and skill in connecting client systems with needed resources, making referrals

1 2 3 4 5

47. Exhibits skill in helping others to identify and explore alternative courses of action and the potential consequences of each

1 2 3 4 5

48. Has realistic expectations of self and others in relation to task performance and time allotment

1 2 3 4 5

49. Demonstrates ability to advocate for client systems

1 2 3 4 5

50. Shows awareness of self and his/her own feelings in working with clients

1 2 3 4 5

51. Applies knowledge of bio-psycho-social-spiritual variables to client situations at a level expected for senior social work students

1 2 3 4 5

Generalist Social Work Practice Method—Evaluation

52. Helps clients and others to evaluate movement toward agreed-upon goals

1 2 3 4 5

53. Shows ability to use evaluations as a basis for changing goals and/or course of action

1 2 3 4 5

54. Participates in evaluation of own work

1 2 3 4 5

Integration and Application of Academic Knowledge and Theory to Actual Social Work Situations

55. Shows ability to apply basic concepts and principles to client situations

1 2 3 4 5

56. Discusses classroom knowledge and theory in relation to client situations

1 2 3 4 5

57. Contributes to the learning of others

1 2 3 4 5

58. Demonstrates ability to identify strategies of change in order to change oppression and discrimination

1 2 3 4 5

59. Shows ability to evaluate research studies, analyze policies, and apply findings to practice

1 2 3 4 5

STUDENT'S RESPONSIBILITIES

Number and types of assignments the student has been given. Please write a brief description of each assignment—working with individual cases, working with groups, special projects.

EVALUATION OF LEARNING GOALS (Please refer to Learning Contract)

1. Those completed: _____

2. Those not completed: (Please explain) _____

ADDITIONAL COMMENTS AND SUGGESTIONS OF FIELD INSTRUCTOR REGARDING STUDENT (student strengths, areas of growth) Narrative required to support your evaluation.

SIGNATURES

Field Instructor: _____ Date: _____

Student: _____ Date: _____

Professor: _____ Date: _____

Please total the circled numbers on the rating scale above: _____

Now circle the grade that corresponds with that total number.

A = 233 - 290

B = 175 - 232

C = 117 - 174

D/F = 0 - 116

This is meant to be used as a guide in determining the student's grade. If you feel that the number does not accurately reflect the student's deserved grade, please fill in a suggested grade below.

Suggested Grade: _____

Appendix M-II
Student's Final Evaluation of His/Her Senior Field Experience

Cedarville University Social Work Program

Student: _____

Agency: _____

Period Evaluation Covers: _____ to _____

USE OF THIS FORM

This is the evaluation form to use at the end of the student's senior field experience. It is important that evaluation of the student be a shared process and that you and the student discuss variations and similarities in your assessments.

RATING SCALE

In an ongoing effort to assess the quality of the social work program at Cedarville University, we are asking you to complete the following evaluation. Listed below are several questions regarding how academically prepared the student was to work in this agency. The response items range from 1 to 5 (1 reflecting you strongly disagree and 5 reflecting you strongly agree). Please circle the response that reflects your opinion.

Strongly Disagree

Agree

Strongly Agree

Knowledge of Agency

1. Demonstrates comprehension of agency history, philosophy, and funding

1 2 3 4 5

2. Demonstrates knowledge of agency programs

1 2 3 4 5

3. Demonstrates understanding of client population served

1 2 3 4 5

4. Demonstrates knowledge of organizational structure

1 2 3 4 5

5. Actively utilizes policies and procedures

1 2 3 4 5

6. Represents agency in a professional manner

1 2 3 4 5

19. Applies knowledge of bio-psycho-social-spiritual variables to client situations at a beginning level

1 2 3 4 5

Communication and Interviewing Skills

20. Expresses self clearly in verbal communication

1 2 3 4 5

21. Demonstrates ability to establish warm, helping relationships

1 2 3 4 5

22. Demonstrates acceptance of self and others

1 2 3 4 5

23. Expresses differing points of view without depreciating others

1 2 3 4 5

24. Expresses self clearly in written communication

1 2 3 4 5

25. Shows congruence in verbal and non-verbal messages given

1 2 3 4 5

26. Demonstrates ability to listen with empathetic understanding

1 2 3 4 5

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

1 2 3 4 5

Use of Supervision

28. Seeks feedback and critique regarding own work

1 2 3 4 5

29. Shows ability to use feedback for constructive growth and change

1 2 3 4 5

30. Is on time for appointments

1 2 3 4 5

31. Shows responsibility for work coverage

1 2 3 4 5

32. Completes assignments on time

1 2 3 4 5

Generalist Social Work Practice Method—Engagement

33. Shows ability to state nature of concerns/problems that are brought to his/her attention

1 2 3 4 5

34. Is able to identify feelings as expressed verbally or non-verbally by client systems

1 2 3 4 5

35. Shows ability to work with different systems (clients, communities, other agencies, staff)

1 2 3 4 5

36. Shows ability to respond in a helpful way to clients from different cultural, racial, lifestyle, and gender traditions

1 2 3 4 5

Generalist Social Work Practice Method—Data Collection

37. Shows purposefulness and selectivity in gathering facts

1 2 3 4 5

38. Demonstrates ability to organize facts

1 2 3 4 5

39. Shows ability to record data in a clear concise manner

1 2 3 4 5

40. Involves client system in process of data collection

1 2 3 4 5

41. Maintains client confidentiality

1 2 3 4 5

Generalist Social Work Practice Method—Assessment

42. Shows ability to identify the major systems involved with the problem(s) being addressed (family, community, school, employment)

1 2 3 4 5

43. Demonstrates ability to prioritize problems

1 2 3 4 5

44. Shows ability to set goals and contract with client systems

1 2 3 4 5

45. Shows ability to work with diverse groups and individuals

1 2 3 4 5

Generalist Social Work Practice Method—Intervention

46. Uses knowledge and skill in connecting client systems with needed resources, making referrals

1 2 3 4 5

47. Exhibits skill in helping others to identify and explore alternative courses of action and the potential consequences of each

1 2 3 4 5

48. Has realistic expectations of self and others in relation to task performance and time allotment

1 2 3 4 5

49. Demonstrates ability to advocate for client systems

1 2 3 4 5

50. Shows awareness of self and his/her own feelings in working with clients

1 2 3 4 5

51. Applies knowledge of bio-psycho-social-spiritual variables to client situations at a level expected for senior social work students

1 2 3 4 5

Generalist Social Work Practice Method—Evaluation

52. Helps clients and others to evaluate movement toward agreed-upon goals

1 2 3 4 5

53. Shows ability to use evaluations as a basis for changing goals and/or course of action

1 2 3 4 5

54. Participates in evaluation of own work

1 2 3 4 5

Integration and Application of Academic Knowledge and Theory to Actual Social Work Situations

55. Shows ability to apply basic concepts and principles to client situations

1 2 3 4 5

56. Discusses classroom knowledge and theory in relation to client situations

1 2 3 4 5

ADDITIONAL COMMENTS AND SUGGESTIONS OF FIELD INSTRUCTOR REGARDING STUDENT (student strengths, areas of growth) Narrative required to support your evaluation.

SIGNATURES

Student: _____ Date: _____

Field Instructor: _____ Date: _____

Professor: _____ Date: _____

Please total the circled numbers on the rating scale above: _____

Now circle the grade that corresponds with that total number.

A = 233 - 290

B = 175 - 232

C = 117 - 174

D/F = 0 - 116

This is meant to be used as a guide in determining the student's grade. If you feel that the number does not accurately reflect the student's deserved grade, please fill in a suggested grade below.

Suggested Grade: _____

Appendix M-II
Student's Final Evaluation of His/Her Senior Field Experience

Cedarville University Social Work Program

Student: _____

Agency: _____

Period Evaluation Covers: _____ to _____

USE OF THIS FORM

This is the evaluation form to use at the end of your senior field experience. It is important that evaluation of yourself be a shared process and that you and your field instructor discuss variations and similarities in your assessments.

RATING SCALE

In an ongoing effort to assess the quality of the social work program at Cedarville University, we are asking you to complete the following evaluation. Listed below are several questions regarding how academically prepared you were to work in this agency. The response items range from 1 to 5 (1 reflecting you strongly disagree and 5 reflecting you strongly agree). Please circle the response that reflects your opinion.

Strongly Disagree

Agree

Strongly Agree

Knowledge of Agency

1. Demonstrates comprehension of agency history, philosophy, and funding

1 2 3 4 5

2. Demonstrates knowledge of agency programs

1 2 3 4 5

3. Demonstrates understanding of client population served

1 2 3 4 5

4. Demonstrates knowledge of organizational structure

1 2 3 4 5

5. Actively utilizes policies and procedures

1 2 3 4 5

6. Represents agency in a professional manner

1	2	3	4	5
<u>Professional Social Work Roles</u>				
7. Shows awareness of social work values and ethics				
1	2	3	4	5
8. Maintains client confidentiality				
1	2	3	4	5
9. Demonstrates accountability to client systems (by keeping appointments, following through on plans)				
1	2	3	4	5
10. Identifies self as a social work professional				
1	2	3	4	5
11. Handles work load, organizes time well, works efficiently				
1	2	3	4	5
12. Works effectively with other staff of the agency, both individually and as a team member				
1	2	3	4	5
13. Demonstrates ability to apply critical thinking skills within context of professional social work practice				
1	2	3	4	5

Personal and Professional Issues

14. Demonstrates understanding of the differences between personal and professional tasks				
1	2	3	4	5
15. Recognizes personal changes he/she needs to make in order to work effectively as a social worker				
1	2	3	4	5
16. Demonstrates self-awareness in relation to human diversity (cultural differences, disadvantaged groups, women's issues)				
1	2	3	4	5
17. Demonstrates understanding of how his/her own values help or interfere with social work practice				
1	2	3	4	5
18. Demonstrates understanding of oppression and discrimination as it relates to client systems				
1	2	3	4	5

19. Applies knowledge of bio-psycho-social-spiritual variables to client situations at a beginning level

1 2 3 4 5

Communication and Interviewing Skills

20. Expresses self clearly in verbal communication

1 2 3 4 5

21. Demonstrates ability to establish warm, helping relationships

1 2 3 4 5

22. Demonstrates acceptance of self and others

1 2 3 4 5

23. Expresses differing points of view without depreciating others

1 2 3 4 5

24. Expresses self clearly in written communication

1 2 3 4 5

25. Shows congruence in verbal and non-verbal messages given

1 2 3 4 5

26. Demonstrates ability to listen with empathetic understanding

1 2 3 4 5

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

1 2 3 4 5

Use of Supervision

28. Seeks feedback and critique regarding own work

1 2 3 4 5

29. Shows ability to use feedback for constructive growth and change

1 2 3 4 5

30. Is on time for appointments

1 2 3 4 5

31. Shows responsibility for work coverage

1 2 3 4 5

32. Completes assignments on time

1 2 3 4 5

Generalist Social Work Practice Method—Engagement

33. Shows ability to state nature of concerns/problems that are brought to his/her attention

1 2 3 4 5

34. Is able to identify feelings as expressed verbally or non-verbally by client systems

1 2 3 4 5

35. Shows ability to work with different systems (clients, communities, other agencies, staff)

1 2 3 4 5

36. Shows ability to respond in a helpful way to clients from different cultural, racial, lifestyle, and gender traditions

1 2 3 4 5

Generalist Social Work Practice Method—Data Collection

37. Shows purposefulness and selectivity in gathering facts

1 2 3 4 5

38. Demonstrates ability to organize facts

1 2 3 4 5

39. Shows ability to record data in a clear concise manner

1 2 3 4 5

40. Involves client system in process of data collection

1 2 3 4 5

41. Maintains client confidentiality

1 2 3 4 5

Generalist Social Work Practice Method—Assessment

42. Shows ability to identify the major systems involved with the problem(s) being addressed (family, community, school, employment)

1 2 3 4 5

43. Demonstrates ability to prioritize problems

1 2 3 4 5

44. Shows ability to set goals and contract with client systems

1 2 3 4 5

45. Shows ability to work with diverse groups and individuals

1 2 3 4 5

Generalist Social Work Practice Method—Intervention

46. Uses knowledge and skill in connecting client systems with needed resources, making referrals

1 2 3 4 5

47. Exhibits skill in helping others to identify and explore alternative courses of action and the potential consequences of each

1 2 3 4 5

48. Has realistic expectations of self and others in relation to task performance and time allotment

1 2 3 4 5

49. Demonstrates ability to advocate for client systems

1 2 3 4 5

50. Shows awareness of self and his/her own feelings in working with clients

1 2 3 4 5

51. Applies knowledge of bio-psycho-social-spiritual variables to client situations at a level expected for senior social work students

1 2 3 4 5

Generalist Social Work Practice Method—Evaluation

52. Helps clients and others to evaluate movement toward agreed-upon goals

1 2 3 4 5

53. Shows ability to use evaluations as a basis for changing goals and/or course of action

1 2 3 4 5

54. Participates in evaluation of own work

1 2 3 4 5

Integration and Application of Academic Knowledge and Theory to Actual Social Work Situations

55. Shows ability to apply basic concepts and principles to client situations

1 2 3 4 5

56. Discusses classroom knowledge and theory in relation to client situations

1 2 3 4 5

57. Contributes to the learning of others

1 2 3 4 5

58. Demonstrates ability to identify strategies of change in order to change oppression and discrimination

1 2 3 4 5

59. Shows ability to evaluate research studies, analyze policies, and apply findings to practice

1 2 3 4 5

STUDENT'S RESPONSIBILITIES

Number and types of assignments you have been given. Please write a brief description of each assignment—working with individual cases, working with groups, special projects.

EVALUATION OF LEARNING GOALS (Please refer to Learning Contract)

1. Those completed: _____

2. Those not completed: (Please explain) _____

ADDITIONAL COMMENTS

SIGNATURES

Student: _____ Date: _____

Field instructor: _____ Date: _____

Professor: _____ Date: _____

Please total the circled numbers on the rating scale above: _____

Now circle the grade that corresponds with that total number.

A = 233 - 290

B = 175 - 232

C = 117 - 174

D/F = 0 - 116

This is meant to be used as a guide in determining your grade. If you feel that the number does not accurately reflect your deserved grade, please fill in a suggested grade below.

Suggested Grade: _____

9. I have had a positive supervision experience

1 2 3 4 5

10. I have invested in learning within the agency setting and using supervision and consultation

1 2 3 4 5

11. I received feedback on how the agency perceived my functioning

1 2 3 4 5

12. My course work gave me enough preparation for field experience

1 2 3 4 5

13. I had sufficient support from the professor

1 2 3 4 5

14. I have enjoyed my field work

1 2 3 4 5

15. I had an excellent field experience

1 2 3 4 5

16. What components of your field experience do you feel will be most valuable to you in your anticipated career development?

17. What components of your field experience do you feel were least valuable to you in your anticipated career development?

18. Can you suggest any general guidelines for student placements at your agency in the future?

19. Comments:

20. What are your short-range goals now (or upon graduation) in relation to social work?

- I plan to seek employment as a social worker in a similar position.
- I plan to seek employment as a social worker, but would prefer a different type of setting.
- I do not plan to seek employment as a social worker, but rather in the area of _____
- I plan to continue my education in social work.
- Other: _____

Turn in to the social work office a copy of the letter/card/email that you sent to your field instructor thanking him/her for the experience you had at the agency.

This evaluation borrowed from *1992-93 Student Field Placement Manual*, Department of Social Work, Ohio University, 531 Morton Hall, Athens, Ohio 45701-2979.

Appendix O
Field Experience Weekly Time Sheet

Cedarville University Social Work Program

Student: _____

Agency: _____

Field instructor: _____

	M	T	W	R	F	S
Date:						
Client Contacts (direct work with individuals, families, groups, communities)						
Instructor Conferences						
Meetings/Conferences						
Orientation and Training						
Observation						
Paperwork						
Other (describe)						
TOTAL						

Form must be submitted online every Friday for juniors and every Tuesday for seniors.

Total hours this week: _____ Total hours this semester: _____

SIGNATURES:

Student: _____ Date: _____

Field instructor: _____ Date: _____

9. The student was prepared to work well within a social system as a team player

1 2 3 4 5

10. The student was prepared to represent your agency in a professional manner

1 2 3 4 5

11. The student was prepared to organize his/her work load in your agency

1 2 3 4 5

12. The student was prepared to manage his/her time

1 2 3 4 5

13. The student was prepared to understand the difference between personal and professional tasks

1 2 3 4 5

14. The student was prepared to express him/herself clearly in verbal communication

1 2 3 4 5

15. The student was prepared to express him/herself clearly in written communication

1 2 3 4 5

16. The student was prepared to apply basic concepts and principles to client situations

1 2 3 4 5

17. The orientation provided to you prepared you to supervise our students

1 2 3 4 5

18. The professor was prepared to assist you

1 2 3 4 5

19. What area(s) of the social work program could be improved to better prepare our students to work in your agency (please specify below):

20. What area(s) of the social work program could be improved to better prepare you to work with our students (please specify below):

SIGNATURE: _____

APPENDIX Q
Affiliation Agreement

Student: _____

(Hard copy with signatures must be submitted to the social work office)

Cedarville University Social Work Program

Cedarville University, on behalf of its social work program, (CEDARVILLE UNIVERSITY), and
_____ (AGENCY) agree as follows:

WHEREAS, CEDARVILLE UNIVERSITY has established a program for professional education development as part of its requirements leading to a degree from the social work program (the field experience); and

WHEREAS, the AGENCY desires to aid the professional development of students in the social work program;

NOW THEREFORE, in consideration of the mutual benefits to be received, the parties do hereby mutually agree to the following provisions:

Section 1: Discrimination

Neither party shall discriminate against any student desiring to participate or any student participating in the field experience because of race, color, sex, national origin, handicap, disability, age, or political orientation.

Section 2: Sexual Harassment

- A. Sexual harassment will not be tolerated by the AGENCY, by CEDARVILLE UNIVERSITY, or by the student in the field experience.
- B. All parties acknowledge that sexual harassment of students is a violation of Title IX of the Educational Amendments of 1972, which prohibits sex discrimination in education. Academic sexual harassment is the use of authority to emphasize the sexuality of a student in a manner that prevents or impairs that student's full enjoyment of educational benefits, climate, or opportunities. Un-welcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when grades or educational progress are contingent upon submission to such conduct, or when the conduct has the purpose or effect of interfering with the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- C. All parties agree matters concerning alleged sexual harassment by students will be conducted according to procedures as outlined in the Field Guide.

Section 3: Insurance

- A. CEDARVILLE UNIVERSITY maintains institutional liability insurance.

- B. CEDARVILLE UNIVERSITY acknowledges that students shall not be covered under the AGENCY's Workers Compensation Insurance and informs the students of this fact.
- C. All students at Cedarville University taking six or more credit hours per semester have student health insurance as a benefit of tuition.

Section 4: Mutual Responsibilities

- A. The AGENCY will assign a qualified field instructor to coordinate student learning experiences with the professor. The field instructor is responsible to:
 - 1. Complete a Field Instructor Information Form before an experience occurs (Appendix F of the Field Guide)
 - 2. Attend orientation and training sessions
 - 3. Develop a learning climate and environment for the student in the agency through a workable learning/teaching plan or structure
 - 4. Conduct an orientation to the agency
 - 5. Educate the student about personal risks (i.e. physical health and safety) and appropriate protections
 - 6. Provide suitable space, availability of desk, telephone
 - 7. Meet weekly in a student-field instructor conference to provide feedback and act as educator and model
 - 8. Give assignments geared to promoting the student's learning and professional growth as a beginning social worker
 - 9. Structure assignments to help the student learn a broad range of social work interventions common to generalist social work practice
 - 10. Serve as a role model for social work practice
 - 11. Encourage innovative practice that is congruent with the program's objectives, ethics, and values of the profession
 - 12. Set up and participate in individualized learning contracts with each student and with the professor (Appendices G and H of the Field Guide)
 - 13. Evaluate the student's progress toward meeting his/her goals
 - 14. Complete an online evaluation of each student's performance each semester (Appendices K, L, and M)
 - 15. Participate in a three-way conference at the beginning and near the end of the experience with the professor and the student
 - 16. Be available to each student in emergency situations
 - 17. Submit university forms as needed for evaluation and reporting

18. Be familiar with the social work curriculum
19. Inform the professor of any serious hindrance to learning
20. Provide a generalist social work experience in working in micro, mezzo, and macro settings
21. Hold the university harmless from any and all actions, causes of action claims, debts, expenses, damages and/or liabilities of any kind and nature resulting from each other's performance hereunder.

B. CEDARVILLE UNIVERSITY is responsible to:

1. Maintain a social work program that includes a field experience component that meets the accreditation standards of the Council on Social Work Education
2. Provide a field director who is responsible for recruiting and selecting agencies with qualified field instructors
3. Agree to inform students that they shall not receive any salary, stipends, housing, or medical insurance from the AGENCY in association with educational activities that are a subject of this agreement. Reimbursement of expenses such as gasoline, background checks, conference fees, etc. must be determined between the agency and the student.
4. Hold the agency harmless from any and all actions, causes of action claims, debts, expenses, damages and/or liabilities of any kind and nature resulting from each other's performance hereunder
5. Adhere to rules and regulations that govern HIPPA

C. The field director/professor is responsible to:

1. Enhance the teaching contribution of the field instructors by providing them with workshops, seminars, and orientation sessions, course syllabi, the Field Guide, and consultation
2. Offer field experiences that meet the program's criteria, for executing agreements between agency and the university as needed, for the orientation of field instructors to the program's curriculum and the background of the individual student
3. Help new field instructors plan for students in accordance with the objectives of field experience
4. Hold orientation meetings for students prior to field experience
5. Keep records of student's time spent in field and evaluation reports
6. Meet with the field instructor and the student in three-way conferences at least once per semester during the field experience
7. Be available as a resource person for the student and as a consultant to the field instructor

8. Provide field seminar classes on campus for students in field experience
 9. Complete field director's Field Instructor Evaluation (Appendix V) and Field Director's Agency Evaluation (Appendix W).
- D. The STUDENT is responsible to:
1. Attend field experience orientation meetings at the beginning of the school year and go through the steps involved in obtaining an experience
 2. Arrange an academic schedule during the junior and senior years so that the hours required for the experience can generally be scheduled in half-day/full-day segments
 3. Perform in a professional manner and keep commitments to the agency, the field instructor, the clients, and the professor
 4. Take the initiative in seeking advice and consultation or help from the agency field instructor or the professor
 5. Bring to the attention of the professor questionable professional practices within the agency
 6. Notify agency field instructors of unavoidable absences and tardiness in advance, as is expected in professional employment
 7. Complete work assigned by the field instructor in the agency and the accountability documents required by the field director within specified deadlines
 8. Conduct self as a member of the social work profession and abide by agency work policies, and procedures
 9. Apply principles of social work learned in the classroom to the field and strive continuously to improve skills through periodic self-evaluation
 10. Learn the ethics of the social work profession (See Policies section of the Field Guide) and apply these principles to field experience at all times (confidentiality is especially important as an ethical principle)
 11. Comply with all applicable state, federal, and local laws regarding the confidentiality of client/patient information and medical records
 12. Prepare evaluation reports, beginning with the learning contract
 13. Meet agency requirements of having a car for field experience
 14. Conduct oneself in a professional manner, which is consistent with the standards found in the Cedarville University Handbook. The student shall adhere to the mission and lifestyle commitment of Cedarville University, which holds to principles from the Word of God that guide personal development and governs one's behavior.

Section 5. Term of Agreement

The term of this agreement shall be for two academic semesters beginning on _____. Either party may cancel this agreement for any reason upon sixty (60) days prior written notice to the other party.

IN WITNESS THEREOF, the parties have executed this agreement in duplicated originals, each of which shall be regarded as an original though constituting but one agreement, on the day and year set forth above.

AGENCY Representative

Date: _____

CEDARVILLE UNIVERSITY

Date: _____

STUDENT

Date: _____

APPENDIX R
Sexual Harassment Incident Report Form

Cedarville University Social Work Program

Name: _____

Placement agency: _____

Field instructor: _____

Field instructor's phone: _____

Date(s) of alleged incident: _____

Describe the incident in your own words. Be sure to describe steps that have been taken to date.

Desired Outcome: _____

Signature: _____ Today's Date: _____

****SIGN AND SUBMIT HARD COPY TO YOUR PROFESSOR****

APPENDIX S
Field Experience Guide Sign-Off Sheet

Cedarville University Social Work Program

I, _____, have read the Cedarville University
Social Work Program Field Guide.

Student Signature: _____ Date: _____

Field Director: _____ Date: _____

⚙ This form is due by July 29, 2011 for juniors and by Sept 1, 2011 for seniors. ⚙

Please submit online.

APPENDIX T
Release of Information Form

Cedarville University Social Work Program

I, _____, hereby approve the release of pertinent information by the field and program directors to prospective field agencies. Copies of reference letters will be made available to agencies upon request.

Students will be notified of any information to be disclosed prior to the disclosure.

Student Signature: _____ Date: _____

****Turn in signed form to the social work office****

APPENDIX U
Sample Cover Letter for Resume

Cedarville University Social Work Program

This letter is intended to be mailed to **potential employers** as a cover letter to your resume. This is **NOT** to be sent to your field experience agency or field instructor.

Graduate's Name
123 High Street
Your town, State Zip
Phone
Email

Date

ABC Agency
Main Street
City, State ZIP

Dear (name of human resources contact person),

I would like to apply for the position of (*social worker/counselor/caseworker, etc.*). I saw your ad in (*the Sun Times. /My professor told me about your need for a caseworker. /I saw your listing on the NASW website, etc.*). Your agency is highly regarded for its work with (*the old and infirm/homeless/inner-city youth, etc.*). I would love to join your team in serving the needs of these special people.

As a recent graduate with a BSW, I especially enjoyed the classes and fieldwork that dealt with (*the elderly/indigent/urban youth, etc.*). My junior internship at (*name of agency*) confirmed to me that I have a special affinity for working with this population.

I am enclosing my resume and would appreciate the opportunity to meet with you and discuss how I can assist your agency in its mission to help the (*elderly/homeless/youth at risk, etc.*).

Thank you. I look forward to hearing from you soon.

Sincerely,

(Four spaces for your signature)

Graduate's name, BSSW, LSW (if applicable)

Enclosure

APPENDIX V
Field Director's Field Instructor Evaluation

Cedarville University Social Work Program

Agency: _____

Field Instructor: _____

Semester: _____ Year: _____

Directions: In an ongoing effort to assess the quality of the social work program, the field director is to complete the following evaluation. The response items range from 1 to 5 (1 reflecting you strongly disagree and 5 reflecting you strongly agree). Please circle the response that reflects your opinion.

Strongly Disagree		Agree		Strongly Agree
1.	The field instructor attended the orientation and training sessions offered by the university during this school year			
1	2	3	4	5
2.	The field instructor met the terms of the social work program's educational requirements			
1	2	3	4	5
3.	The field instructor provided a learning environment for the student in the agency			
1	2	3	4	5
4.	The field instructor provided the student an orientation to his/her agency and job responsibilities			
1	2	3	4	5
5.	The field instructor provided a suitable space (availability of desk, telephone) for the student			
1	2	3	4	5
6.	The field instructor gave assignments geared to helping promote the student's learning and professional growth as a beginning social worker.			
1	2	3	4	5
7.	The field instructor served as a role model in social work practice for the student			
1	2	3	4	5

8. The field instructor encouraged innovative practice that is congruent with the program's outcomes, and the ethics and values of the profession
- 1 2 3 4 5
9. The field instructor evaluated the student's progress toward meeting the student's goals as outlined in his/her learning contract
- 1 2 3 4 5
10. The field instructor provided a minimum of one hour/week supervisory conference time in addition to filling out the Supervisory Agenda form
- 1 2 3 4 5
11. The field instructor provided the student on-going feedback on their performance as a student at his/her agency
- 1 2 3 4 5
12. The field instructor participated if needed in the evaluation meetings with the student during the course of the field experience
- 1 2 3 4 5
13. The field instructor promoted in-service training on an on-going basis
- 1 2 3 4 5
14. The field instructor provided the student the opportunity to attend workshops, seminars, or conferences
- 1 2 3 4 5
15. The field instructor was available to the student in emergency situations
- 1 2 3 4 5
16. The field instructor verified and signed time sheets and other field experience forms presented by the student
- 1 2 3 4 5
17. The field instructor provided a generalist practice experience for the student
- 1 2 3 4 5
18. This was an excellent field instructor
- 1 2 3 4 5

19. I would recommend this field instructor to supervise other students in the social work program

1

2

3

4

5

Comments: _____

Field Director Signature: _____

Date: _____

APPENDIX W
Field Director's Agency Evaluation

Cedarville University Social Work Program

Agency: _____

Field Instructor: _____

Semester: _____ Year: _____

Directions: In an ongoing effort to assess the quality of the social work program, the field director is to complete the following evaluation. The response items range from 1 to 5 (1 reflecting you strongly disagree and 5 reflecting you strongly agree). Please circle the response that reflects your opinion.

Strongly Disagree			Agree			Strongly Agree
1.	The agency encouraged and arranged for the field instructor to attend orientation and other training opportunities that the university scheduled					
	1	2	3	4	5	
2.	The agency participated in the reading and signing of the affiliation agreement					
	1	2	3	4	5	
3.	The agency allowed ample time for the field instructor to meet the terms of the affiliation agreement					
	1	2	3	4	5	
4.	The agency adhered to the NASW Code of Ethics					
	1	2	3	4	5	
5.	The agency adhered to the terms of the affiliation agreement (i.e. discrimination, sexual harassment, and mutual responsibilities)					
	1	2	3	4	5	
6.	The agency provided a field instructor who met the terms of the university (Appendix A)					
	1	2	3	4	5	
7.	The agency provided the student with a social work experience that met the outcomes for the student's Learning Contract					
	1	2	3	4	5	

8. The agency provided a learning environment for the student
- 1 2 3 4 5
9. The agency provided a generalist social work experience for the student
- 1 2 3 4 5
10. The agency is in compliance with application laws and regulations
- 1 2 3 4 5
11. The agency respected the confidentiality of the clientele it serves
- 1 2 3 4 5
12. The agency was open to a faith-based perspective
- 1 2 3 4 5
13. The agency is conveniently located and accessible to the student and the clients it serves
- 1 2 3 4 5
14. The agency's facilities are accessible to people with disabilities
- 1 2 3 4 5
15. The agency is sensitive to diversity
- 1 2 3 4 5
16. The agency has integrity and its ethical practices are known in the community
- 1 2 3 4 5
17. The agency provided a poverty focus
- 1 2 3 4 5
18. The agency agreed to have the name of their organization placed in the Field Directory
- 1 2 3 4 5
19. This was an excellent agency
- 1 2 3 4 5

20. I would recommend this agency to another social work student

1

2

3

4

5

What were the agency's greatest strengths? _____

What were the agency's greatest weaknesses? _____

Comments: _____

Field Director Signature: _____

Date: _____

