

Misericordia University Social Work Department Field Supervision & CSWE EPAS Training



Welcome Social Work Field Supervisors & Students !

spirituality culture physical ability marital status gender class intersectionality
gender expression
diversity religion race
immigration status sex mental ability tribal status
color gender identity political ideology
dimensions age ethnicity sexual orientation



Presenter Information

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Note: We have no known actual or potential conflicts of interest in relation to this presentation.



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Introductions

- Name
- Agency
- Your student's name/ role within the agency

Please note: the packet you were provided includes a blank learning contract, midterm evaluation, and final evaluation forms. There is also a survey to collect updated contact information and evaluate your perceptions of the quality of this event/educational presentation.



University Mission Moment

University Mission:

Misericordia University, a Catholic liberal arts institution established in the tradition of the Sisters of Mercy, fosters intellectual curiosity, critical thinking, and respect for persons in an environment where all are welcome.

Values Statement:

As a community, we are committed to integrity and the values of the Sisters of Mercy as the foundation of university life. Our values are:

Mercy through	Service through	Justice through	Hospitality with
Compassion	Selflessness	Fairness	Dignity
Love	Sacrifice	Acceptance	Respect
Caring	Action	Advocacy	Openness



Social Work Program Mission

- The Mission of Misericordia University's Social Work Program is to prepare students for entry-level generalist social work practice with individuals, families, groups, communities and organizations. Inherent within this mission is a commitment to the development of BSW graduates who are dedicated to improving social, economic and environmental conditions among diverse populations and to promote the Sisters of Mercy values of mercy, service, justice and hospitality.

“One person can make a difference, and everyone should try.” —John Fitzgerald Kennedy



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Course Objectives

- Understand Misericordia University's social work internship structure
- Learn what diverse students and supervisors need from each other
- Understand university/CSWE EPAS requirements for students to successfully complete their internship
- Explain how to evaluate and guide student's performance during their placement
- Describe safety information that supervisors and students should review/monitor together



Definitions of Field Terms

Field Placement = Field Internship = Field Practicum

Field Supervisor = the designated social worker who will supervise your field placement at a *minimum of 1 hr/week*. Has 2+ years of experience in the field and graduated from a CSWE accredited program (completes learning contract with student, weekly supervision, mid-term evaluation, final evaluation).

Task Supervisor = an additional agency representative who directs your daily work in addition to your field supervisor, but doesn't meet the CSWE qualifications for Field Supervisor. You may or may not have a task supervisor depending on your agency structure.

Field Faculty = university field representatives. Teach concurrent academic field seminar courses and serve as a liaison between the university and agencies. Available PRN for ongoing support.

David Hage, MSW, LSW, ACSW, C-ASWCM, Field Director

Viviana X. Lucabeche, PhD, MSW, LCSW, Online Field Coordinator



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Purpose of Field Education

Signature Pedagogy :

- Profession socializes its students to perform in the role of practitioner
- Students connect theory and practice
- Contributes to the requisite components of curriculum
- Helps students to meet CSWE core competencies and practice behaviors required for student development and program accreditation
- Students begin creating a professional reputation (attitude, dress, communication, and performance)
- Develop self-awareness, professional growth, and experience more diversity and enhance cultural competence

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” –**CSWE 2015 EPAS**



Field Instruction Formats

- **Field Instruction 1 (SWK 371)**
Jr year (1st internship), 200 hrs - Spring Semester
- **Field Instruction II (SWK 475)**
Sr year (2nd internship), 200 hrs - Fall Semester
- **Field Instruction III (SWK 476)**
Sr year (3rd internship), 200 hrs – Spring Semester
- *typically at same agency as SWK 475, and tasks build in level of complexity and responsibility, and/or new tasks are added for the student*

Field generally takes place on Mondays & Wednesdays. However, in special cases, students may be able to come on Friday's or the weekend as their schedules allow.



Progression of Field Experience/ Range of Tasks

- Students should be assigned selected tasks under supervision that are appropriate to his/her level of experience. The experience should be progressive, and as the student gains familiarity with the agency, policies and procedures, and the overall framework of social welfare within the community increased responsibilities should be encouraged.
- Students are expected to move deliberately toward increasing direct intervention and assumption of greater levels of professional responsibility. We also encourage student's to increase exposure to as many issues of diversity as possible, including human diversity, e.g., age, physical ability, gender, race, ethnicity, sexual orientation, emotional development, e.g., rural, urban, socioeconomic status, political affiliation, religious affiliation, etc.



Progression of Field Experience/ Range of Tasks

- In the early weeks of the **junior level placement**, student should focus on the specific functions of the agency, developing professional use of self and listening skills, observing, selecting, and reporting pertinent data.
- Students should learn the agency/staff philosophies and values as well as where the agency falls in social welfare structure of the community.
- Students should attend staff meetings, case conferences, and board meetings, etc., and may also visit other agencies with which the internship site collaborates to provide services to clients.



Progression of Field Experience/ Range of Tasks

- The student should be oriented to all aspects of practice including ethical and professional behavior, engaging in diversity and difference, advancing humans rights and social, economic, and environmental justice, practice-informed research/research-informed practice, policy practice, work with individuals, groups, families, organizations, and communities, and assessing/intervening/evaluating individuals, families, groups, organizations, and communities.
- Exposure to all aspects of social work practice, e.g., case interview, family meetings, community or clinical roles at the agency, etc. Students should have as much direct in-person contact with clients and constituencies as possible. Competence should focus on competencies with individuals, families, groups, organizations, and communities.



Progression of Field Experience/ Range of Tasks

- In **senior level placements**, it is expected that students will be ready for direct service involvement within one to two weeks of placement, unless the supervisor/agency feel that the student needs additional time to become acclimated with the agency policies, procedures, and functions. Students should have increasing direct in-person contact with clients and constituencies building on the previous junior level experience. Competence should focus on competencies with individuals, families, groups, organizations, and communities.



Junior Student Goals (to the extent possible)

- Develop an understanding of diverse people, problems, issues, needs and resources within community practice
- Gain an understanding of agency policies and service delivery systems
- Appreciate the organizational context of social work practice
- Exercise and expand critical thinking in social work practice
- Be involved in client education/ referral activities
- Arrange for service provision
- Review and participate in agency record keeping
- Meet with the field supervisor for regular structured supervision
- Participate in conferences and meetings
- Be oriented to various models of practice
- Become involved with research when possible
- Be assigned direct service involvement with individuals, families, groups, organizations, and communities and practice issues involving diversity, agency/professional ethics, and social/economic justice (see 9 competencies/31 pb's)



Senior Student Goals (to the extent possible)

- Build on a develop junior level goals at a higher level of competence and complexity
- Focus on further developing all CSWE 9 core competencies and 31 practice behaviors
- Social work field internships are the ideal format for students to increase exposure to and competence in engaging with, assessing, intervening, and evaluating practice with individuals, families, groups, organizations, and communities.
- Other experiences and attitudes that should be developed include:
 - Organization & effective use of time
 - Interviewing, planning, communication, data collection/analysis, use of supervision, evaluating progress
 - Operating within appropriate roles/functions
 - Increasing professional identity develop/ integration of NASW values/competencies/ethics
 - Become aware of the connection between community and social work values
 - Assessing cultural competence and modifying one's own value orientation



Field Instruction Manual

Forms

<http://www.misericordia.edu/page.cfm?p=819>

Locate the Field Manual on Misericordia's webpage under social work program

<http://www.misericordia.edu/page.cfm?p=814>

*Student assignments and field education supervision are not the same as those of the student's employment and will not be counted toward field hours. The program does not grant credits for previous work or life experience. *(this amendment statement will be part of the 2018-2019 manual currently under revision)**



Learning Contract

Target Completion Date:

Week 2

Goals:

- Collaboratively plan/formalize the student field experiences
- Flexible, but outlines expectations across CSWE 9 competency areas/31 practice behaviors
- The standard by which performance will be measured in the mid-term/final evaluations
- Should be referenced in weekly supervision, faculty site visits, and evaluations

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Social Work Field Learning Contract

Student Name: _____

Field Instructor: _____

Task Supervisor (if applicable): _____

Agency Name: _____ Field Placement: 371 / 475 / 476

The purpose of the Field Learning Contract is to provide the student and supervisor with an opportunity to plan together the student's learning experience in accordance with the Council on Social Work Education's (CSWE's) Educational Policy & Accreditation Standards (EPAS). These standards promote holistic competence as demonstrated through knowledge, values, skills, and cognitive and affective processes through 9 competencies and 31 practice behaviors.

This contract is flexible, but will provide mutual understanding of expectations for the student throughout the semester(s). The student will discuss the competencies and practice behaviors in developing the contract with their Field Supervisor. During the Senior Field practicum, special attention should be placed on competencies not previously met in the Junior Field Practicum, and those that can only be met through direct practice in the agency field setting.

As students' progress in their understanding of social work methods and processes and agency purpose, policies, and procedures, Field Supervisors are encouraged to help students progressively increase their supervised contact with and provision of direct social work services to clients within the agency field setting appropriate to their knowledge, skills, and abilities. If you need assistance developing agency tasks to satisfy the core competencies and practice behaviors, the Field Director is available to assist you as needed. A midterm and final evaluation will be conducted each semester to assess the student's progress in completing the agency tasks and meeting core social work competencies and practice behaviors. Please review the midterm and final evaluation prior to completing the Field Learning Contract to ensure the agency tasks correspond to how the student will be evaluated (1 = unsatisfactory, 2 = needs improvement, 3 = acceptable, 4 = above average, 5 = outstanding, and NYC = not yet completed).

COMPETENCY 1: INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.

Practice Behaviors (Learning Outcomes)	Agency Tasks
1. Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research,	



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Learning Contract

The **Learning Contract** is the agreement between the School, student, and agency to ensure that the student has the opportunity to meet at 9 CSWE competencies & 31 Behaviors

- Use the Learning Contract to:
 - Review all Tasks/Activities that must be completed during the semester with your Field Instructor (and Task Supervisor, if you are assigned one)
 - Discuss how you will accomplish each required activity while you are an intern at that agency
 - Review the activities you have accomplished each week in supervision with your Field Instructor
- ✓ Print and review the Learning Contract at the beginning of the field placement. For 2nd semester senior placements, the learning agreement will need to be updated in the second semester.



Learning Plan-Must Address the 9 Competencies/ 31 Practice behaviors

1. The field instructor should review the student's learning contract before initiating the evaluation. Student performance should be rated based on the established criteria set forth in the Learning Contract.
2. The mid-term and final evaluations will use the following scale and comments:
 - = **Unsatisfactory**: The student has not yet developed this skill
 - = **Needs Improvement**: The student is beginning to recognize how it might be applied in a practice situation.
 - = **Acceptable** - The student demonstrates the skill at the expected level.
 - = **Above average** - Higher than average skills are applied fairly consistently.
 - = **Outstanding**- The skill is a fully integrated part of the student's practice. Advanced skill level observed.
 - **NYC = Not yet completed (only permissible at the mid-term)**



Mid-term Evaluation

Target Completion Date:

Week 7

Goals:

- Provide the student with mid-term feedback on performance to date
- Guide focus for the remainder of the semester
 - Recheck where student is with:
 1. Hrs -Target Week 7=100/
200 Required by Week 15.
 2. 9 Competency's
 3. 31 practice behaviors

SOCIAL WORK FIELD PLACEMENT PERFORMANCE EVALUATION FORM

Social Work 371/ 475/ 476 (Circle One)

Name of Student _____

Field Instructor _____

Task Supervisor (if applicable) _____

Field Liaison _____

Agency _____

Number of Field Practicum Hours Completed to Date: Mid-term _____ Final _____

This evaluation form is for field instructors to provide feedback about Senior Social Work Majors in their field placement. The activities/qualities you are assessing relate to the Social Work Program's required competencies as reflected in the Learning Contract completed at the beginning of the semester. The evaluation should be a mutual process, with the student actively involved and signing this form at the end.

Rating Scale for Evaluation of Field Placement Performance

INSTRUCTIONS: This evaluation instrument is designed to provide input from the field instructor to the student and faculty liaison about the quality of the student's performance in the field practicum. The faculty liaison is responsible for assigning the student's semester grade based on this evaluation and on the student's participation in the field seminar. **The field instructor should review the student's learning contract before initiating the evaluation.** Student performance should be rated based on the established criteria set forth in the Learning Contract. Evaluation of the student for SWK 371/ 475/ 476 should be reflective of the student's level of knowledge and skill.

Instructions to Field Instructor: Please select only one score for each performance area.

- 1 = *Unsatisfactory*: The student has not yet developed this skill
 - 2 = *Needs Improvement*: The student is beginning to recognize how it might be applied in a practice situation.
 - 3 = *Acceptable* - The student demonstrates the skill at the expected level.
 - 4 = *Above average* - Higher than average skills are applied fairly consistently.
 - 5 = *Outstanding*- The skill is a fully integrated part of the student's practice. Advanced skill level observed.
- NYC = *Not yet completed (only permissible at the mid-term)*

The agency field instructor is required to use the comment section of the evaluation to support and clarify ratings. Student and agency field instructor are expected to prepare the evaluation together, using this opportunity to identify areas of mastery, as well as strategies for continued professional development.



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Final Evaluation

Target Completion Date:

Week 14

Goals:

- Supervisors provide overall numeric evaluation for entire semester's work in 9 competencies and 31 practice behavior categories
- Supervisors provide recommended overall grade (based on level of development/performance)

Note:

If the experience is a 2 semester internship, Fall semester may not have provided enough evidence to score some competencies. If so, please ensure outstanding competencies are met in semester two

SOCIAL WORK FIELD PLACEMENT PERFORMANCE EVALUATION FORM

Social Work 371/ 475/ 476 (Circle One)

Name of Student _____

Field Instructor _____

Task Supervisor (if applicable) _____

Field Liaison _____

Agency _____

Number of Field Practicum Hours Completed to Date: Mid-term _____ Final _____

This evaluation form is for field instructors to provide feedback about Senior Social Work Majors in their field placement. The activities/qualities you are assessing relate to the Social Work Program's required competencies as reflected in the Learning Contract completed at the beginning of the semester. The evaluation should be a mutual process, with the student actively involved and signing this form at the end.

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Instructions to Field Instructor: Please select only one score for each performance area.

- 1 = *Unsatisfactory*: The student has not yet developed this skill
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 - 3 = *Acceptable* - The student demonstrates the skill at the expected level.
 - 4 = *Above average* - Higher than average skills are applied fairly consistently.
 - 5 = *Outstanding*- The skill is a fully integrated part of the student's practice. Advanced skill level observed.
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The agency field instructor is required to use the comment section of the evaluation to support and clarify ratings. Student and agency field instructor are expected to prepare the evaluation together, using this opportunity to identify areas of mastery, as well as strategies for continued professional development.



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Important Dates

Learning Contract:
As soon as possible-next week target.

Midterm Evaluation (Target =100 hrs):
Week 7

Final Evaluation (Must =200 hrs):
Week 15



Student's Responsibilities

- Junior Field requires 200 hours each semester
- Senior Field requires 200 hours each semester, totaling 400 for the year
- Field Supervisor/Field Faculty must be notified all absences (follow agency policy)
- To act in a professional manner
- To maintain confidentiality with all agency affairs, records, and case materials
- Comply with the NASW Code of Ethics
- Be open to new experiences, people, and learning
- Follow Misericordia University, CSWE, & Agency policies and guidelines
- Begin to develop a professional social work identity through work with individuals, families, groups, organizations, and communities



Student's Responsibilities

- Complete all field and seminar and course requirements (hrs, assignments, time logs, meetings, etc.)
- Comply with background checks, fingerprinting, drug testing, immunization, and other requirements
- Attend field placement, field supervisor meetings, field faculty site visit meetings as scheduled
- Own your learning experience as evidenced by being open to guidance and feedback and using your social work skills to proactively address problems and challenges
- Develop appropriate boundaries with clients and colleagues
- Communicate any needs or concerns with your field supervisor and faculty member
- Especially report any safety concerns and/or incidents to your field faculty member and field supervisor



Agency/Field Supervisor's Responsibilities

- Provide orientation for the student (review safety -emergency response, incident reporting), policy, procedures, roles and functions)
- Field Supervisor to provide regular & structured weekly supervision
- To allow students to participate in conferences, staff meetings, advocacy, and networking
- To provide experiences which allows students to develop micro-mezzo- macro skills with individuals, families, groups, organizations, and communities and relate internship experiences to CSWE competencies and practice behaviors
- To continually re-assess student needs, degree of knowledge, & ways of learning
- To evaluate student's field performance and complete required forms/evaluations with student
- Provide appropriate work/ sufficient cases, encourage exposure to diverse clients when possible
- To utilize Misericordia University Social Work Field Faculty for support PRN



Field Faculty Responsibilities

- To represent the social work program by supervising the student's learning experience in conjunction with the agency field supervisor
- To assist the student in developing a learning experience that will fulfill CSWE/university requirements as established in the students learning contract
- To consult with the agency field supervisor in regard to the student's progress
- To identify & assist in resolving problems arising in the internship
- To conduct the concurrent internship seminar
- To assign a course grade in collaboration with the agency field supervisor



Effective Feedback & Evaluation

- Goal of feedback in field instruction is learning
- Students in field education are expected to make mistakes & errors in judgment
- Field instructors, as educators in the field, must provide critical & constructive feedback to students in order to facilitate learning & to promote ongoing improvement
- Placement in agency is on voluntary bases & they can terminate student from placement at any time- we will support their decision
- Termination will result in failure in internship/seminar class
- Rather than terminate-problem solve
 - Talk to your student & Field Director immediately for support as needed
 - Unacceptable student behavior will result in behavior contract or termination



Elements of Effective Feedback

- Direct observation
- Empathy
- Timeliness
- Balance: strength and weakness/ challenge and support
- Directness
- Follow-up



What Supervisors Need From Students

- Come prepared to supervisory meetings
- Plan ahead
- Understand what your requirements are
- Be flexible
- Recognize your supervisor is giving you a great opportunity, in a very busy environment
- Be helpful
- Contribute to agency/supervisor work and goals



Safety Awareness & Planning

Students should:

- Read and understand agency policy and procedure manuals
- Discuss and understand agency safety policies/procedures with supervisor (at start/PRN), such as non-violence, sexual harassment, weapons, sign-in/sign-out, transportation (we recommend students do not transport clients), property damage, universal precautions/CPR, incident reporting (who, what, where, when, and how)
- Use best practices to maintain professional relationships and safety: E.g. utilize respectful communication, respect personal space and monitor verbal/nonverbal communication, be aware of the environment you are in, demonstrate empathy, dress professionally, when possible be aware of individual client factors (hearing, sight, sensory challenges, cognitive and emotional state, past history, etc.)
- Use your best judgement. If you have a concern, discuss it with your supervisor/field faculty.
- If there is an incident of any kind report it to your supervisor and follow agency policy. Also notify your field faculty member that day as well.
- See inclement weather policy in the Field Manual (if the conditions are not safe, you are not required to go, but must report the absence in advance per agency policy/notify field faculty)

COMPETENCY 1: INTERN DEMONSTRATES ETHICAL AND PROFESSIONAL BEHAVIOR.

Practice Behaviors (Learning Outcomes)	Example Agency Tasks
<p>1. Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, & additional codes of ethics as appropriate to context;</p> <p>2. use reflection & self-regulation to manage personal values & manage personal values & maintain professionalism in practice situations;</p> <p>3. demonstrate professional demeanor in behavior; appearance; and oral, written, & electronic communication;</p> <p>4. use technology ethically & appropriately to facilitate practice outcomes; and</p> <p>5. use supervision & consultation to guide professional judgment & behavior</p>	



COMPETENCY 2: INTERN ENGAGES DIVERSITY AND DIFFERENCE IN PRACTICE.

Practice Behaviors (Learning Outcomes)	Example Agency Tasks
<p>6. apply and communicate understanding of the importance of diversity & difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>7. present themselves as learners & engage clients & constituencies as experts of their own experiences; and</p> <p>8. apply self-awareness & self-regulation to manage the influence of personal biases & values in working with diverse clients</p>	



COMPETENCY 3: INTERN ADVANCES HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE.

Practice Behaviors (Learning Outcomes)	Example Agency Tasks
<p>9. apply their understanding of social, economic, & environmental justice to advocate for human rights at the individual & system levels; and</p> <p>10. engage in practices that advance social, economic, & environmental justice</p>	



COMPETENCY 4: INTERN ENGAGES IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE.

Practice Behaviors (Learning Outcomes)	Example Agency Tasks
<p>11. use practice experience & theory to inform scientific inquiry & research;</p> <p>12. apply critical thinking to engage in analysis of quantitative & qualitative research methods & research findings; and</p> <p>13. use & translate research evidence to inform & improve practice, policy, & service delivery</p>	



COMPETENCY 5: INTERN ENGAGES IN POLICY PRACTICE.

Practice Behaviors (Learning Outcomes)	Example Agency Tasks
<p>14. identify social policy at the local, state, & federal level that impacts well-being, service delivery, & access to social services;</p> <p>15. assess how social welfare & economic policies impact the delivery of & access to social services;</p> <p>16. apply critical thinking to analyze, formulate, & advocate for policies that advance human rights & social, economic, & environmental justice; and</p>	



COMPETENCY 6: INTERN ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors (Learning Outcomes)	Example Agency Tasks
<p>17. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks to engage with clients & constituencies; and</p> <p>18. use empathy, reflection, & interpersonal skills to effectively engage diverse clients & constituencies.</p>	



COMPETENCY 7: INTERN ASSESSES INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors (Learning Outcomes)	Example Agency Tasks
<p>19. collect & organize data, & apply critical thinking to interpret information from clients & constituencies;</p> <p>20. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the analysis of assessment data from clients & constituencies;</p> <p>21. develop mutually agreed-on intervention goals & objectives based on critical assessment of strengths, needs, & challenges within clients & constituencies; and</p> <p>22. select appropriate intervention strategies based on the assessment, research knowledge, & values & preferences of clients & constituencies.</p>	



COMPETENCY 8: INTERN INTERVENES WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors (Learning Outcomes)	Example Agency Tasks
<p>23. critically choose & implement interventions to achieve practice goals & enhance capacities of clients & constituencies;</p> <p>24. apply knowledge of human behavior & the social environment & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in interventions with clients & constituencies;</p> <p>25. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>26. negotiate, mediate, & advocate with & on behalf of diverse clients & constituencies; and</p> <p>27. facilitate effective transitions & endings that advance mutually agreed-on goals</p>	



COMPETENCY 9: INTERN EVALUATES PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Practice Behaviors (Learning Outcomes)	Example Agency Tasks
<p>28. select & use appropriate methods of evaluation of outcomes;</p> <p>29. apply knowledge of human behavior & the social environment, person-in-environment, & other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>30. critically analyze, monitor, & evaluate intervention & program processes & outcomes; and</p> <p>31. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>	



Competency's 6-9 (pb's 17-31)

“Engages with, assesses, intervenes, and evaluates practice with individuals, families, groups, organizations, and communities.”

Note: All core competencies and practice behaviors should be addressed in the field experience. The field practicum is the primary environment where competencies 6-9 and pb's 17-31 are met, so please especially provide an opportunity for your student to engage with, assess, intervene with, and evaluate individuals, groups, organizations, and communities as applicable in your agency setting.



Internship Tips from Social Work Today

Article by Christina Reardon, MSW, LSW. May/June 2012 Issue.

- Know the requirements
- Be realistic about expectations
- Teach and be willing to learn
- Balance flexibility & structure
- Seek out agency support
- Stay connected
- Be creative
- Be positive about social work
- Gatekeepers of the profession



Supervision

Supervision is a time to:

- Review the Learning Contract (make an agenda weekly)
- Process/debrief experiences in the field (with clients/staff/other)
- Clarify expectations for communication, scheduling, working with clients, balancing challenge and support
- Ask questions in order to transfer what you have learned in the classroom into your work with clients
- One hour per week minimum
- Must be completed with the assigned Field Instructor
- Must be documented in time logs



Summary

- Do you have a basic idea of how the internship is structured?
- Do you have an idea of supervision and how it can be used to facilitate student learning?
- Are you familiar with the CSWE 9 competencies and 31 practice behaviors?
- Are you familiar with where to obtain needed forms and deadlines?
- Do you feel comfortable developing the learning contract, other forms, and evaluating student performance?
- Can you describe safety information that supervisors and students should review/monitor together?



We Value Our Field Supervisors!

- Today we honor our Field Supervisor's and the value they bring to our students. [Thank you for all you do to enhance our students' learning!](#)
- 2 CEU's are available for Field Supervisors after completing this training event.
- What CEU educational workshop topics would you like us to develop for you in the future (please note in your survey)?

The University has a [clinical associate benefit](#), which offers you:

1. Free credits based on hours of student supervision towards completing Undergraduate, Graduate, or Doctoral Courses at Misericordia University
2. Online access to Library resources & services during periods of supervision



*Thank
You*



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Let's Stay in Touch

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