FACTORS THAT INFLUENCE SUCCESSFUL FIELD PLACEMENTS:
STUDENT AND FIELD INSTRUCTOR PERSPECTIVES

A Thesis
Presented in Partial Fulfillment of the Requirements for
The Degree of Master of Social Work In the
Graduate School of The Ohio State University

By
Katie Rose Spinks, BA

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Master’s Examination Committee:
Holly Dabelko-Schoeny, PhD, Advisor, Principal Investigator
Thomas Gregoire, PhD

Approved by
Advisor, Social Work Graduate Program
ABSTRACT

This study examined factors associated with student perceptions of their social work field placement with using Adult Learning Theory concepts and the CSWE Core Competencies. Congruency between field instructor perception of student practice skills and the student self evaluations were also examined. The results of this study identified orientation to learn, more specifically, student enrollment status and rank, as being correlated with self perceived practice skills. It was found that there was a significant difference between ASAP and second year MSW, as well as with full-time and part-time students in how they rated their competencies in field. It was also discovered that on average field instructors rated their student’s skills higher than the student scored themselves. Knowing what makes up a successful field placement, will not only help social work schools and colleges improve their field education program and overall curriculum, but will also help to better service the students, clients, community and ultimately, the social work profession.
VITA

December 21st, 1982 ........................... Born-Columbus, Ohio

December 2005 ................................. BA, The Ohio State University, Columbus, OH

June 2009, Anticipated Graduation..... MSW, The Ohio State University, Columbus, OH

2003-Present ................................. Field Program Manager, College of Social Work,

The Ohio State University, Columbus, OH

FIELDS OF STUDY

Major Field: Social Work
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Field education is a major component of social work graduate and undergraduate programs. Having a successful placement is not only important for student’s professional development, but it is also crucial for social work schools and colleges to know how best to accommodate the needs of their students and affiliated agencies. The Council on Social Work Education (CSWE) is the sole accrediting agency for social work education in the United States that is recognized by the Council for Higher Education Accreditation. This organization accredits social work programs by using the Educational Policy and Accreditation Standards (EPAS). The EPAS describes specific requirements to develop and to maintain baccalaureate and master’s level social work programs. CSWE has identified field education as the signature pedagogy of the social work profession, thus recognizing field education as the fundamental form of learning and instruction in which the professionals engage students in the role of a practitioner. Field education links the practice setting with the conceptual and theoretical involvement of the classroom (Council on Social Work Education, 2008). Social work field departments strive for satisfaction with everyone involved in the placement process, which can be done with knowledge of how best to service these groups and what interventions will be most efficient.

If social work students do not get the practice skills in their field experience, it is likely that in their future career as a professional that their clients, agency, and
community would suffer from not getting proper services. In addition, social work colleges and schools as well as the profession could lose its creditability. The purpose of this study is to identify what factors influence a successful social work field placement so there will be evidence to understand how best to meet the needs of students, field instructors, and agencies.
CHAPTER 2-REVIEW OF THE LITERATURE

Social work literature surprisingly does not have much research and writing exploring the idea of what influences a successful field placement. However, there is much research with satisfaction, performance, self awareness and level of anxiety in field placements. In a study conducted by Raskin (1982), 170 undergraduate senior social work students in Virginia were surveyed and it was found that 60 percent of students would accept a job at the agency in which they did their field placement and 86 percent would recommend their agency to other students. Overall the comments in this study were positive for student field work experience.

Social work schools and colleges are educating their students on theory and practice. For the most part it seems that their educational needs are being met, but what about their mental health needs, especially when they are entering their field placement? Research done by May and Kilpatrick (1989), surveyed eighty-nine Directors of Field Education on the position of their schools MSW program preparation for stress that may correlate with student self awareness. It was found that a majority, 59%, of the schools surveyed required that the students seek guidance from their field instructors if they are experiencing stress of self awareness while in field placement. Furthermore, at least half of the responding schools listed the following strategies as never being used: before entering field placement students meet with other students who are currently in placement
to discuss stress of self awareness; before entering field practicum students receive therapy; student-led groups are established to deal with this problem before entering field practicum; faculty-led groups are established to deal with this problem before entering field practicum; workshops for student stress reduction are used before entering and during field practicum. Some students may not get the proper guidance they need at their agency. How does this affect the success of their field placement? Knowing what approaches social work schools and colleges use to help students cope with stress are important to be aware of when analyzing the data and knowing what other factors could influence the outcomes in this study.

Although an overload of coursework may seem like one of the largest stressors for graduate students in social work, many students worry greatly about their field placement. Dealing with student anxiety is an important concern, because anxiety interferes with learning (Rompf, Royse & Dhooper, 1993). In one relevant study of 61 foundation master’s students, it was found that respondents who had no prior class in social work had a mean anxiety score of 6.2 and those with one or more social work classes had a mean anxiety score of 4.2. In addition, researchers also discovered that students 25 years of age or younger had a mean anxiety score of 6.1 and students older than 25 had a mean anxiety score of 4.9. Both of these findings were found to be significantly different (Gelman, 2004). An earlier study of anxiety levels with a sample of 255 students found that undergraduate students required to do volunteer work in a social agency and those entering their first practicum had a mean of 6.4. This is a higher average then graduate students going into their first year placement with a 5.85 average
or second year students with a 5.1 average (Rompf, 1993). The outcomes of this study found significantly higher anxiety among younger and less experienced students. This information is helpful to the successful field placement study by having available evidence that anxiety is a huge factor that could influence a students' success in field practicum.

Previous research on examining students in field placements has been largely atheoretical. It is suspected that learning theories may help with domains in successful field placements. Variables identified for this study are based on previous literature, key concepts of adult learning theory, and the core competencies from the Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards (EPAS).

Malcolm Knowles (1970) focused his work around andragogy and was the theorist who pioneered the field of adult learning. Andragogy is defined by Knowles (1970) as, “the art and science of helping adults learn” (pp.39). He identified the following as principles of adult learners: self-concept, life experiences, readiness to learn, and orientation to learn. Knowles’s andragogical equation is that adults shouldn’t be educated from the traditional subject-focused and teacher-centered pedagogy. Adults contribute a diverse combination of experience, knowledge and independence in the classroom, and educators should ensure that these adult learners take part in the content, delivery, and evaluation of their coursework (Kiely, Sandmann, & Truluck, 2004). These aspects that adult students bring to the classroom are also relevant to the students in a field practicum. Many students enter their field placement with a wealth of knowledge and experience in social work practice or a related field and are competent in the
practicum and are able to work independently. Field students are adults learning the practice and should have the privilege to participate in their practicum goals and evaluation within a climate of mutual respect. The principles of adult learning theory will be used in this study as independent variables.

Academic excellence in social work is supported by the CSWE, Educational Policy and Accreditation Standards (EPAS) with the establishment of a foundation for professional competence. EPAS identifies four aspects to a social work curriculum design: 1) program mission and goals; 2) explicit curriculum; 3) implicit curriculum; 4) assessment. Within the explicit curriculum category, there are ten core competencies that are measurable social work practice behaviors that include knowledge, values, and skills. The following are the ten core competencies: “1) Identify as a professional social worker and conduct oneself accordingly; 2) Apply social work ethical principles to guide professional practice; 3) Apply critical thinking to inform and communicate professional judgments; 4) Engage diversity and difference in practice; 5) Advance human rights and social and economic justice; 6) Engage in research-informed practice and practice-informed research; 7) Apply knowledge of human behavior and the social environment; 8) Engage in policy to advance social and economic well-being and to deliver effective social work services; 9) Respond to contexts that shape practice; 10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities” (Council on Social Work Education, 2008). The skills for each core competencies will be used to assess the dependent variable, a successful field placement, in this study. Social work schools and colleges are committed to teaching and providing
a practice experience that is founded on these core competencies. If a student is able to practice these skills in their field placement then this practicum would be considered a success.

A better understanding of what a successful field placement entails will help determine the needs of the students, field instructors, agencies and the field department. Additionally, this knowledge could also help bridge the gap between the academic curriculum and practice. Overall knowing the makeup of a successful field placement will greatly benefit all who are involved in field education, including entities outside of social work.

This study is an evaluation of what factors influence a successful social work field placement. In this study the following research questions will be examined:

- Does self concept, life experiences, readiness to learn, and orientation to learn influence students perceived success of field placements?
- Is there an association between the students and field instructor’s perceptions of the field experience?
CHAPTER 3-METHODS

Sample

For the 2008 academic year, The Ohio State University’s, College of Social Work, Office of Field Education placed 250 Master’s level social work, second year (MSWII) and advanced standing alternative plan (ASAP) students. The MSWII rank are those students who have already completed a first year field placement and the required foundation coursework, and are now on their second year field placement and advanced coursework. The ASAP rank are those students who have graduated with a Bachelor of Science in Social Work or Social Welfare from a CSWE accredited program and are completing the Master of Social Work requirements in one year. ASAP students have one field placement and advanced courses. Both full-time and part-time students were given the opportunity to participate in the study. 28 students choose to complete the initial and the follow up survey for this study. (N = 28).

The field instructors are employed at the affiliated agencies, where the student was placed. All field instructors who were matched with students were given the opportunity to participate in the study (N = 10). These field instructors are required to have at least a MSW degree and 2 years post experience to supervise social work students.
**Instrument**

The surveys were completed electronically through Zoomerang, a popular online survey database. These electronic questionnaires asked open ended and Likert scaled questions. An instrument that measures a successful field placement, which addresses social work students and field instructors, does not exist. The instrument used for this study has been developed from previous literature, principles of adult learning theory, and skills identified by the Field Education Department, College of Social Work at The Ohio State University from the Council on Social Work Education, Educational Policy and Accreditation Standards, ten core competencies.

The student surveys asked for their full name, for the purpose of matching them with their field instructors’ questionnaire. Demographic questions were also asked including gender, age, and race. The independent variables for the student questionnaires included the following:

*Self-concept* is defined as when an individual has a self-directing personality. This is when a person is able to manage their own life by making his or her own decisions and face the consequences (Knowles, 1970). This was measured by questions around locus of control. This locus of control concept is an important variable influencing behavior in field placement. Locus of control was developed out of the social learning theory and can be defined in two forms, external and internal. Individuals who experience external locus of control believe they have little or no control over personal circumstances and events. In opposition, individuals who have internal locus of control have a high degree of control over their surroundings and believe that events are the responsibility of
themselves (Oliver, Jose, Brough, 2006). Although there is no locus of control questionnaire specific to field education, in this study the Work Locus of Control Scale developed by Paul E. Spector was altered to reflect a field practicum. An example question is “A field placement is what you make of it” with the answer choices being; 1=Disagree very much, 2=Disagree moderately, 3=Agree moderately 4=Agree very much (Spector, 1988).

*Life experiences*-is when a person establishes self-identity by being able to define who he or she is from accumulated unique set of experiences. More specifically, an individual will identify with his or her occupation, what training or experience he or she may have, and what achievements he or she has accomplished (Knowles, 1970). The questions under this section asked about previous social and human service experience.

*Readiness to learn*-is when an individual is teachable. This is altered throughout the phases of adult life and reflects on the developmental tasks of a person (Knowles, 1970). This concept was measured by pre-placement anxiety levels. An anxiety scale for social work interns was developed by Gelman (2004), which was used in this research study. The questions asked the student to rate how prepared, excited, and anxious they were about their field placement and how much they thought anxiety would interfere with their learning. These items were rated on a 1-5 Likert-type scale with 1=not at all and 5=extremely so.

*Orientation to learn*-is the time perspective for an individual to learn. Adults tend to have an immediacy perspective to learning and view education as a process of improving their ability to deal with current life problems. Furthermore, they engage in learning
mainly in response to the pressures of their life situation (Knowles, 1970). This variable asked the student to identify their enrollment status and rank.

The domains of measuring the dependent variable, successful field placements, in this research project were the skills of the ten core competencies identified by the Council on Social Work Education, Educational Policy and Accreditation Standards. These skills were measured with a 1-4 scale: 1= Not skilled at all (I have no experience with this skill), 2=Beginning skill (I have to consciously work at this skill), 3=Moderate skill (This skill is becoming more integrated in my practice), 4=Advanced skill (This skill is done with confidence and is an integral part of my practice). The following are the ten core competencies with each skill that was measured:

1) “Identify as a professional social worker and conduct oneself accordingly”-
   - Demonstrate professional demeanor in behavior, appearance, and communication.
   - Use supervision and consultation.
   - Engage in career-long learning.
   - Attend to professional roles and boundaries.
   - Engage in self-reflection, self-monitoring, and self-correction.

2) “Apply social work ethical principles to guide professional practice”-
• Apply strategies of ethical reasoning to arrive at principled decisions.

3) “Apply critical thinking to inform and communicate professional judgments”-

• Apply integration of family systems theories to the treatment of diverse consumers and their families.
• Analyze models of assessment, prevention, intervention, evaluation.
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4) “Engage diversity and difference in practice”-

• Recognize the extent to which culture’s structure and values oppress, marginalize, alienate, or create or enhance privilege and power.
• Demonstrate flexibility in using an array of culturally sensitive and relevant clinical skills in teaching, advocacy, treatment, healing and case-management roles.

5) “Advance human rights and social and economic justice”-

• Engage in practices that advance social and economic justice.
• Advocate for human rights and social and economic justice.

6) “Engage in research-informed practice and practice-informed research”-

• Use practice experience to inform scientific inquiry.
• Use research evidence to inform practice.

7) “Apply knowledge of human behavior and the social environment”-

• Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.
• Apply more advanced and complex analyses of human development and the life cycle towards understanding the reciprocal interactions of bio-psycho-social factors.

• Critique and apply knowledge to understand person and environment.

8) “Engage in policy to advance social and economic well-being and to deliver effective social work services”-

• Analyze, formulate, and advocate for policies that advance social well-being.

• Collaborate with colleagues and clients for effective policy action.

9) “Respond to contexts that shape practice”-

• Demonstrate the ability to utilize differing outreach and advocacy strategies for the benefit of clients and their families.

• Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services.

• Demonstrate knowledge of diversity within ethnic and cultural groups in terms of social class, assimilation, acculturation and their particular ways of being.

• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10) “Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities”-

• Use empathy and other interpersonal skills

• Develop a mutually agreed-on-focus of work and desired outcomes.
• Exhibit knowledge about the common elements of practice (making eye contact, initiating handshake, etc.).

• Collect, organize, and interpret client data.

• Assess client strengths and limitations.

• Develop mutually agreed-on intervention goals and objectives.

• Select appropriate intervention strategies.

• Address family strengths and limitations in order to more effectively involve collaborative resources.

• Initiate actions to achieve organizational goals.

• Implement prevention interventions that enhance client capacities.

• Help clients resolve problems.

• Negotiate, mediate, and advocate for clients.

• Facilitate transitions and endings.

• Utilize principles of integrated services, continuity of care, case coordination, collaboration and effective discharge from services.

• Use clinical outcome measures in developing and evaluating programs in a cross cultural milieu.

• Demonstrate skill in the use of outcome measures in developing and evaluating programs.

• Critically analyze, monitor, and evaluate interventions. (Council on Social Work Education, 2008).
The field instructor surveys were slightly different than the students. The field instructors were asked to identify their students’ full name for the purpose of comparing student versus field instructor questionnaires. Demographic information was not collected from the field instructors. The characteristics of the dependent variable were incorporated in the field instructor surveys. The questions asked about the domains of the dependent variable were the same as the students’ questions, but from the field instructor’s perspective. The final question asked the field instructors to compare their student to the average student.

*Detailed Study Procedures*

This study was conducted in two phases. The first phase began in September with MSWII and ASAP students receiving an email with a link to an electronic survey on *Zoomerang* that only asked independent variable questions. The second phase was when those who responded to the first survey received another follow up electronic survey that following March. The second survey asked the dependent variable questions. At the same time, the field instructors of these students also received an email linking them to *Zoomerang* for their electronic survey.

Both students and field instructors had a deadline date to submit these questionnaires online. All surveys were distributed electronically with an introduction and detailed explanation of the researchers’ purpose included in the email. A one page electronic letter was sent to students and field instructors describing the study and asking them to participate. The letter noted that their choice to participate would have no impact on their field placement grades. Once the data was gathered, the students’ survey taken
at the beginning of placement was compared to the one completed near the end of their practicum. An assessment was also done on the student follow up survey versus their field instructor surveys.

Participants in this project were voluntary and free to drop out at any time. The students and field instructors were assured that their participation will have no effect on field grades. The person assigning grades were blind to who participated. This study was approved by the Institutional Review Board (IRB).

Analysis

For the descriptive statistics frequencies for and measures of central tendency were examined. Variability and range were examined for the variables; age, hours a week of work, months of social and human service paid work, and months of social and human service volunteer work.

Due to the small sample sizes of both the students and field instructors, the analysis was limited. A correlation analysis was conducted using a non-parametric, Spearman, one-tailed test to explore if there is a connection between the students initial surveys, the questions on adult learning theory, versus their follow up surveys, the questions on the ten core competencies. A non-parametric, Mann-Whitney U test was used to identify whether or not there was an association between how the students rated themselves with the core competencies compared to how their field instructor rated them.
CHAPTER 4-RESULTS

Demographic information was collected from the student surveys. Second year MSW and ASAP students, who completed both the initial and follow up surveys were 86% female. The majority, 90%, of the respondents were white. The mean age was twenty-eight years old with a range of twenty-two to fifty-one. Field placement type had a large number of students in hospital and mental health/community mental health with 21% for each group as well as 18% in school social work and 14% in child welfare. A little more than $\frac{3}{4}$th of the students were of the second year MSW rank. In addition, 78% of the students indicated they were enrolled full-time.

The average number of hours a week that the students worked was twenty-eight. Months of social and human service work paid had a mean score of twenty-one and a range of one hundred- ninety-five. For the months of social and human service volunteer work, the student’s responses had an average of forty-seven and a variability of seventy-two (see Table 1 and 2).
Table 1: Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
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<td></td>
</tr>
<tr>
<td>Female</td>
<td>85.7</td>
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<tr>
<td><strong>Race</strong></td>
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<td></td>
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<tr>
<td>White</td>
<td>89.3</td>
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<tr>
<td>Black or African American</td>
<td>3.6</td>
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<tr>
<td>Asian</td>
<td>3.6</td>
<td>1</td>
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<tr>
<td>Hispanic or Latino</td>
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<tr>
<td><strong>Field Placement Type</strong></td>
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<td>Alcohol and Other Drugs</td>
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</tr>
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<td>Child Welfare</td>
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<td>4</td>
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<td>Family Services</td>
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<td>Health</td>
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</tr>
<tr>
<td>Hospital</td>
<td>21.4</td>
<td>6</td>
</tr>
<tr>
<td>Mental Health or Community Mental Health</td>
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<td>6</td>
</tr>
<tr>
<td>MRDD</td>
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<tr>
<td>School Social Work</td>
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<td>5</td>
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<tr>
<td>Other</td>
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<td><strong>Enrollment Status</strong></td>
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<td>Part-time</td>
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<td><strong>Rank</strong></td>
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<td>ASAP</td>
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<td>MSWII</td>
<td>78.6</td>
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Table 2: Age and Experience Demographics

<table>
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<th>M</th>
<th>SD</th>
<th>Range</th>
<th>N</th>
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</thead>
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<tr>
<td>Age</td>
<td>28.4</td>
<td>8.2</td>
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<td>28</td>
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<tr>
<td>Hours a Week of Work</td>
<td>22.4</td>
<td>13.0</td>
<td>47</td>
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<tr>
<td>Months of Social and Human Service Paid Work</td>
<td>21.3</td>
<td>42.9</td>
<td>195</td>
<td>28</td>
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<tr>
<td>Months of Social and Human Service Volunteer Work</td>
<td>47.1</td>
<td>71.8</td>
<td>321</td>
<td>27</td>
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</table>

Students Perceived Success of Field Placement

To determine if there is a correlation between self concept, life experiences, readiness to learn, and orientation to learn and students perceived success of field placements, a non-parametric, Spearman, one-tailed test was used. The skills under each competency were summed for the analysis of the CSWE Core Competencies.

Self concept was measured with questions around Locus of Control and the responses were summed for the analysis. As shown in table 3, there were no significant correlations in student self concept with any of the core competencies (see Table 3).
Table 3: Student Self Concept and CSWE Ten Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>r_s</th>
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<tbody>
<tr>
<td>Self concept-“Identify as a professional social worker and conduct oneself accordingly”</td>
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<tr>
<td>Self concept-“Apply social work ethical principles to guide professional practice”</td>
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<tr>
<td>Self concept-“Apply critical thinking to inform and communicate professional judgments”</td>
<td>.059</td>
<td>26</td>
</tr>
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<td>Self concept-“Engage diversity and difference in practice”</td>
<td>.133</td>
<td>26</td>
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<tr>
<td>Self concept-“Advance human rights and social and economic justice”</td>
<td>.236</td>
<td>25</td>
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<tr>
<td>Self concept-“Engage in research-informed practice and practice-informed research”</td>
<td>.190</td>
<td>26</td>
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<td>Self concept-“Apply knowledge of human behavior and the social environment”</td>
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<td>Self concept-“Respond to contexts that shape practice”</td>
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<tr>
<td>Self concept-“Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities”</td>
<td>.147</td>
<td>25</td>
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</tbody>
</table>

The life experience questions on the survey asked how many months of paid and volunteer human service work the student had. Correlations in life experiences and the core competencies were examined. No significant correlations were observed (see Table 4).
Table 4: Student Life Experiences and CSWE Ten Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>rs</th>
<th>N</th>
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<tbody>
<tr>
<td>Life Experiences-“Identify as a professional social worker and conduct oneself accordingly”</td>
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<tr>
<td>Life Experiences-“Apply social work ethical principles to guide professional practice”</td>
<td>.247</td>
<td>27</td>
</tr>
<tr>
<td>Life Experiences-“Apply critical thinking to inform and communicate professional judgments”</td>
<td>.207</td>
<td>27</td>
</tr>
<tr>
<td>Life Experiences-“Engage diversity and difference in practice”</td>
<td>-.105</td>
<td>27</td>
</tr>
<tr>
<td>Life Experiences-“Advance human rights and social and economic justice”</td>
<td>.009</td>
<td>26</td>
</tr>
<tr>
<td>Life Experiences-“Engage in research-informed practice and practice-informed research”</td>
<td>.161</td>
<td>27</td>
</tr>
<tr>
<td>Life Experiences-“Apply knowledge of human behavior and the social environment”</td>
<td>.134</td>
<td>27</td>
</tr>
<tr>
<td>Life Experiences-“Engage in policy to advance social and economic well-being and to deliver effective social work services”</td>
<td>.111</td>
<td>27</td>
</tr>
<tr>
<td>Life Experiences-“Respond to contexts that shape practice”</td>
<td>.223</td>
<td>27</td>
</tr>
<tr>
<td>Life Experiences-“Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities”</td>
<td>.254</td>
<td>26</td>
</tr>
</tbody>
</table>

Readiness to learn was determined by questions from an anxiety scale. The responses were summed for the analysis portion. There were no significant correlations with readiness to learn and the core competencies (see Table 5).
Table 5: Student Readiness to Learn and CSWE Ten Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>rs</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness to learn-“Identify as a professional social worker and conduct oneself accordingly”</td>
<td>0.176</td>
<td>28</td>
</tr>
<tr>
<td>Readiness to learn-“Apply social work ethical principles to guide professional practice”</td>
<td>0.209</td>
<td>28</td>
</tr>
<tr>
<td>Readiness to learn-“Apply critical thinking to inform and communicate professional judgments”</td>
<td>-0.303</td>
<td>28</td>
</tr>
<tr>
<td>Readiness to learn-“Engage diversity and difference in practice”</td>
<td>0.080</td>
<td>28</td>
</tr>
<tr>
<td>Readiness to learn-“Advance human rights and social and economic justice”</td>
<td>0.077</td>
<td>27</td>
</tr>
<tr>
<td>Readiness to learn-“Engage in research-informed practice and practice-informed research”</td>
<td>-0.089</td>
<td>28</td>
</tr>
<tr>
<td>Self concept-“Apply knowledge of human behavior and the social environment”</td>
<td>-0.093</td>
<td>28</td>
</tr>
<tr>
<td>Readiness to learn-“Engage in policy to advance social and economic well-being and to deliver effective social work services”</td>
<td>-0.093</td>
<td>28</td>
</tr>
<tr>
<td>Readiness to learn-“Respond to contexts that shape practice”</td>
<td>-0.032</td>
<td>28</td>
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<tr>
<td>Readiness to learn-“Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities”</td>
<td>-0.093</td>
<td>27</td>
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</tbody>
</table>

Orientation to learn was the only Adult Learning Theory concept that was significantly correlated with the core competencies. Orientation to learn was divided up by the students enrollment status (part-time and full-time) and rank (ASAP and MSWII). Part-time compared to full-time students were correlated to the competency, “engage,
assess, intervene, and evaluate with individuals, families, groups, organizations and communities” (p=.03). This correlation is moderate in magnitude and in the positive direction.

The students rank, ASAP versus MSWII, was significantly correlated to three competencies. Rank was significantly correlated with the core competency, “apply knowledge of human behavior and the social environment” (p=.05). This correlation is in the positive direction with a large magnitude. In addition, student rank was correlated to the competency “respond to contexts that shape practice” (p=.03). This correlation is moderate in magnitude and in the positive direction. The last significant correlation was between rank and the practice core competency, “engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities” (p=.01). This correlation has a small magnitude and a positive direction (see Table 6).

Table 6: Student Orientation to Learn and CSWE Ten Core Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>rs</th>
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</thead>
<tbody>
<tr>
<td><strong>Enrollment Status</strong></td>
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<td></td>
</tr>
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<td>Orientation to learn-“Apply social work ethical principles to guide professional practice”</td>
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<tr>
<td>Orientation to learn-“Apply critical thinking to inform and communicate professional judgments”</td>
<td>-.088</td>
<td>28</td>
</tr>
<tr>
<td>Orientation to learn-“Engage diversity and difference in practice”</td>
<td>-.202</td>
<td>28</td>
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</tbody>
</table>

continued
Table 6 continued

<table>
<thead>
<tr>
<th>Competency</th>
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<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to learn-“Advance human rights and social and economic justice”</td>
<td>-.131</td>
<td>27</td>
</tr>
<tr>
<td>Orientation to learn-“Engage in research-informed practice and practice-informed research”</td>
<td>-.147</td>
<td>28</td>
</tr>
<tr>
<td>Orientation to learn-“Apply knowledge of human behavior and the social environment”</td>
<td>-.200</td>
<td>28</td>
</tr>
<tr>
<td>Orientation to learn-“Engage in policy to advance social and economic well-being and to deliver effective social work services”</td>
<td>-.096</td>
<td>28</td>
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<tr>
<td>Orientation to learn-“Respond to contexts that shape practice”</td>
<td>-.235</td>
<td>28</td>
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<tr>
<td>Orientation to learn-“Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities”</td>
<td>-.349*</td>
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<tr>
<td>Orientation to learn-“Identify as a professional social worker and conduct oneself accordingly”</td>
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<tr>
<td>Orientation to learn-“Apply social work ethical principles to guide professional practice”</td>
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<td>28</td>
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<tr>
<td>Orientation to learn-“Apply critical thinking to inform and communicate professional judgments”</td>
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<tr>
<td>Orientation to learn-“Engage diversity and difference in practice”</td>
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<td>Orientation to learn-“Advance human rights and social and economic justice”</td>
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<td>27</td>
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<tr>
<td>Orientation to learn-“Engage in research-informed practice and practice-informed research”</td>
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<td>28</td>
</tr>
</tbody>
</table>
Table 6 continued

<table>
<thead>
<tr>
<th>Competency</th>
<th>r’s</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to learn-“Apply knowledge of human behavior and the social environment”</td>
<td>.317*</td>
<td>28</td>
</tr>
<tr>
<td>Orientation to learn-“Engage in policy to advance social and economic well-being and to deliver effective social work services”</td>
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<td>28</td>
</tr>
<tr>
<td>Orientation to learn-“Respond to contexts that shape practice”</td>
<td>.359*</td>
<td>28</td>
</tr>
<tr>
<td>Orientation to learn-“Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities”</td>
<td>.427*</td>
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</tr>
</tbody>
</table>

*p<.05

Field Instructors Perceived Success of Students Field Placement

To determine if there is an association between the students and field instructor’s perceptions of the field experience, a non-parametric, Mann-Whitney U Test was used. Like the student surveys, the skills under each competency were summed for the analysis of the CSWE Core Competencies. The field instructor and student responses to the core competencies did not result in any significant correlations. There was a non-significant trend with field instructors rating their student, on average, higher than the student rated him or herself (see Table 7)

Table 7: Field Instructor and Student CSWE Ten Core Competencies (N = 10)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Student value</th>
<th>Field Instructor value</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Identify as a professional social worker and conduct oneself accordingly”</td>
<td>17.4</td>
<td>18.2</td>
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continued
<table>
<thead>
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<th>Competency</th>
<th>Student value</th>
<th>Field Instructor value</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Apply social work ethical principles to guide professional practice”</td>
<td>6.7</td>
<td>7.5</td>
<td>-1.47</td>
</tr>
<tr>
<td>“Apply critical thinking to inform and communicate professional judgments”</td>
<td>8.5</td>
<td>9.8</td>
<td>-1.78</td>
</tr>
<tr>
<td>“Engage diversity and difference in practice”</td>
<td>6</td>
<td>6.3</td>
<td>-0.44</td>
</tr>
<tr>
<td>“Advance human rights and social and economic justice”</td>
<td>6</td>
<td>6.4</td>
<td>-0.75</td>
</tr>
<tr>
<td>“Engage in research-informed practice and practice-informed research”</td>
<td>5.6</td>
<td>6.4</td>
<td>-1.05</td>
</tr>
<tr>
<td>“Apply knowledge of human behavior and the social environment”</td>
<td>9.3</td>
<td>10</td>
<td>-0.77</td>
</tr>
<tr>
<td>“Engage in policy to advance social and economic well-being and to deliver effective social work services”</td>
<td>6</td>
<td>6.5</td>
<td>-1.12</td>
</tr>
<tr>
<td>“Respond to contexts that shape practice”</td>
<td>12</td>
<td>13.2</td>
<td>-1.18</td>
</tr>
<tr>
<td>“Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities”</td>
<td>52.2</td>
<td>56.6</td>
<td>-0.911</td>
</tr>
</tbody>
</table>

Summary

Orientation to learn was the only concept that indicated significant correlations of the Adult Learning Theory categories: life experiences, orientation to learn, readiness to learn, and self concept. More specifically, correlations were identified with the student rank, MSWII and the ASAP, and the core competencies.
The Master of Social Work program at The Ohio State University has both a full-time and part-time program. The full-time program is 2 years, which consists of a different field placement for each year. The MSWII students are those who have already completed a first year placement and the required foundation coursework, and are now on their second year field placement and advanced coursework. The Advanced Standing Alternative Plan (ASAP) is an option by which student's with a Bachelor of Science in Social Work or Social Welfare from a CSWE accredited program may complete the Master of Social Work requirements in one year. The number of courses required for this option is less than the 2 year MSW program. The field practicum is done at one agency for 3 consecutive quarters and the majority of the coursework is advanced practice. MSWII students rated their skills higher than the ASAP students for 3 out of the 10 core competencies: “apply knowledge of human behavior and the social environment,” “respond to contexts that shape practice,” and “engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.”

Another significant correlation was the student’s enrollment status, full-time versus part-time, and the core competency, “engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.” The full-time students rated themselves higher for this competency in comparison to the part-time students. Full-time MSWII and ASAP students take over ten credit hours and do twenty-four hours a week of field per quarter, whereas part-time students take less than ten credit hours and normally will do sixteen hours a week of field per quarter.
The field instructor surveys in comparison to the students did not provide any evidence of significant correlations. However, there was a trend with the average scores of the field instructor in contrast to the students. On average, students rated themselves lower than did the field instructors for each core competency. It could be that students are not as confident with their practice skills, as their field instructors are.
CHAPTER 5-DISCUSSION

This study examined factors associated with student perceptions of their social work field placement with using Adult Learning Theory concepts and the CSWE Core Competencies. Congruency between field instructor perception of student practice skills and the student self evaluations were also examined. The results of this study identified orientation to learn, more specifically, student enrollment status and rank, as being correlated with self perceived practice skills. It was found that there was a significant difference between ASAP and second year MSW, as well as with full-time and part-time students in how they rated their competencies in field. It was also discovered that on average field instructors rated their student’s skills higher than the student scored themselves. Knowing what makes up a successful field placement, will not only help social work schools and colleges improve their field education program and overall curriculum, but will also help to better service the students, clients, community and ultimately, the social work profession.

Students Perceived Success of Field Placement

The outcomes of this project suggest that ASAP students do not perceive themselves as skilled as MSWII students. As mentioned earlier, the ASAP curriculum focuses on advanced coursework, which does not include foundation classes, such as human behavior and the social environment, as well as the foundation practice courses.
For example, one of the social work foundation practice classes, SW744, at The Ohio State University, is taken in the first quarter that a student enters the two year MSW program and provides the student with interviewing techniques and ethical case scenarios to prepare them for their field practicum, which begins the following quarter. The ASAP program does not require this practice interviewing class. Furthermore, the field practicum for ASAP students is also an advanced clinical or administrative placement, which for a student who has been out of school for awhile, or did not have a good undergraduate experience, may lack the basic social work skills that the MSWII students would have learned in their first year. Further study is needed to examine the connection between success in field and the classroom learning.

Another important finding was that part-time students overall rated themselves lower than the full-time students for their competence in, “engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities.” Typically, a student will choose the part-time option due to work, family, or financial obligations. It could be possible that the part-time students are overworked and do not have the time to focus on the development of their practice skills or full-time students could have a better understanding of their potential learning in the field. Further research is needed to explore the connection between success in field and student enrollment status.

*Field Instructors Perceived Success of Student Field Placement*

Although there were no significant correlations between the field instructor and the student responses, there was a trend with the field instructors having higher averages
for their students when rating them on the core competencies. It may be that students are not as confident in themselves as their field instructors are or it could be that the field instructors value how much the student has developed these practice skills and is more inclined to go on the higher side of scoring. Again, further study is needed to examine the relationship between students and field instructors.

It is fundamentally important for social work students to have the best field experience possible so they will be able to take what they have learned and become a proud social work professional. Moreover, it is essential that students are learning the practice skills so when they become social workers they will be able to provide appropriate services to their clients and the community as well as abide by the professional core values and code of ethics.

Limitations

The study had some limitations that prevented the findings from being generalized. The small sample size was one of the major limitations. The students that participated in this study (N=28) were a small number compared to the total number, 250, of master level social works students enrolled at The Ohio State University for the 2008-2009 academic year. In addition, the number of field instructors who responded to the survey (N=10) was not comparable to the total, 250. Although the findings may not be representative of the population, it still suggests some important conclusions that may be helpful to future research in social work schools and colleges.
Diversity amongst the respondents was also another limitation with the data. It could be possible that people of diverse backgrounds may have rated themselves higher or lower than white individuals. Moreover, the majority of the respondents were female.

Recruitment of students and field instructors was one of the reasons for these limitations. There were sixty-eight respondents to the first student survey that was distributed in autumn quarter. Only twenty-eight of the sixty-eight students responded to the follow up survey, spring quarter. It could be possible that the timing of the second survey was not convenient for the students. During the time when the follow up survey was emailed was when students were finishing up winter quarter with final projects and exams, studying for their comprehensive exam, and also beginning to think about spring break, graduation, and the licensure exam. The field instructors also may have not had time to complete the survey due to the hard economic times and staff being overworked. Although, the students and field instructors were given 3 weeks to complete the survey, the number of respondents was low. If this study was going to be replicated, it is suggested that the student follow up survey be distributed during a time when the students and field instructors would have more time to complete the survey. For the students, this time may be in the middle of winter quarter or close to the end of spring quarter. The field instructors may have more time towards the end of each month and giving them more than three weeks to complete the survey may also be helpful.

Implications

Further investigation by field education departments focusing on rank and enrollment status of students is needed. This could be done with a couple different approaches.
Field education departments could have different focus groups one for ASAP and one for MSWII students, and one for full-time and one for part-time students. During this focus group, the facilitator could ask questions on the competencies. Afterwards, the responses of each group would be compared to see if there were any differences.

Another approach would be to attach a survey to student field evaluations, which are due at the end of each quarter or semester depending on the school. All social work field students are required to complete field evaluations. If a survey was attached to this evaluation, one similar to what was used in this study, it could be possible that the sample would be bigger and more generalized. This strategy could also look at the differences in rank and enrollment status.

Currently, MSW programs are not required to have a seminar course in the curriculum. It could be possible that for the ASAP and non-traditional, as well as both first and second year MSW students would benefit from a seminar course. Being able to reflect on what you have learned in field and also an opportunity to hear what other students have experienced would be constructive for many students in field practicum, especially those who do not have a social work background or who have been out of school for awhile. It may also be helpful for field education to consider a mentoring program where a more experienced student will volunteer to guide another student in field, someone who does not have much knowledge of the social work practice.

**Conclusion**

Although the outcomes in this research project are not generalizable, the design and findings can be useful to future social work field education research. This study has
created a measurement for a successful field placement with using the Adult Learning Theory and CSWE Core Competencies, which has never been done before. In addition, this study has identified specific areas that may need further research, including, part-time and ASAP programs. Field education is always changing and growing so it is imperative that up to date research is conducted to provide quality service to the students, field instructors, agencies, and the community.
REFERENCES


Hello!

My name is Katie Spinks and I am a MSW student working on my thesis titled, “Factors that Influence Successful Field Placements: Student and Field Instructor Perspectives”. The purpose of this study is to identify what factors influence a successful field placement in order to understand how best to meet the needs of students, field instructors, and agencies. For this study, I am surveying students and their field instructors. I need your help. Please complete this online survey at

http://www.zoomerang.com/Survey/?p=WEB2288M8WZ5G2

The survey should take approximately 10 minutes. A follow up survey will be distributed in the spring of 2009. By participating you will have a chance to win $25. Participation in this project is completely voluntary and will have no effect on your field grades. You are free to drop out at any time. The information you provide in this survey will be kept confidential. My advisor, Dr. Holly Dabelko-Schoeny, can be contacted by email at dabelko-schoeny.1@osu.edu or by phone at 614-292-4378.

Please contact me if you have any questions by email at spinks.8@osu.edu or by phone at 614-292-8780.

I thank you for your time and participation.

Katie Spinks, MSW student
Hello Social Work Students,

This is a follow up survey from the survey you completed autumn quarter. If you don’t remember, my name is Katie Spinks and I am a MSW student working on my thesis titled, “Factors that Influence Successful Field Placements: Student and Field Instructor Perspectives”. The purpose of this study is to identify what factors influence a successful field placement in order to understand how best to meet the needs of students, field instructors, and agencies. For this study, I am surveying students and their field instructors. I need your help. Please complete this follow up online survey at http://www.zoomerang.com/Survey/?p=WEB228UJQ56CHQ The survey should take approximately 10 minutes. By participating you will have a chance to win $25.

Participation in this project is completely voluntary and will have no effect on your field grades. You are free to drop out at any time. The information you provide in this survey will be kept confidential. My advisor, Dr. Holly Dabelko-Schoeny, can be contacted by email at dabelko-schoeny.1@osu.edu or by phone at 614-292-4378.

Please contact me if you have any questions by email at spinks.8@osu.edu or by phone at 614-292-8780.

I thank you for your time and participation.

Katie Spinks, MSW Student
Hello,

My name is Katie Spinks and I am a MSW student working on my thesis titled, “Factors That Influence Successful Field Placements: Student and Field Instructor Perspectives”. The purpose of this study is to identify what factors influence a successful social work field placement so there will be evidence to understand how best to meet the needs of students, field instructors, and agencies. For this study I am surveying students and their field instructors. I would greatly appreciate it if you could please complete this online survey at http://www.zoomerang.com/Survey/?p=WEB228NKL6HNB for your current student, (initials). The survey should take approximately 10 minutes. The outcomes of this study will not only help identify what factors make a successful field placement, but what areas need improvement. Furthermore, this information will be helpful in future research with more focus on the interventions that can be developed to improve practicum programs for schools and colleges of social work. Participation in this project is completely voluntary and will have no impact on your role as a field instructor of the College of Social Work. You are free to drop out at any time. The information you provide in this survey will be kept confidential. My advisor, Dr. Holly Dabelko-Schoeny, can be contacted by email at dabelko-schoeny.1@osu.edu or by phone at 614-292-4378. Please contact me if you have any questions by email at spinks.8@osu.edu or by phone at 614-292-8780.
I thank you for your time and participation.

Sincerely,

Katie Spinks, MSW Student
APPENDIX D-STUDENT SURVEY

(Electronic version was used on Zoomerang)

1. What is your first and last name?

2. What is your age in years?

3. What is your gender?
   Male ____ or Female ____ or Transgender ____

4. What is your race/ethnicity?
   American Indian or Alaska Native ___, Black or African American ___, Asian ___, Hispanic or Latino ___, Native Hawaiian or Other Pacific Islander ___, White ___.

5. How many hours a week do you work?

6. How many months of social and human service paid work have you had?

7. How many months of social and human service volunteer work have you had?

8. What type of placement is your field practicum? (please check one answer)
   Aging ___, AOD (alcohol and other drugs) ___, Child welfare ___, Community planning ___, Corrections/criminal justice ___, Family services ___, Group services ___, Health ___, Hospital ___, Occupational/industrial social work ___, Mental health or community mental health ___, MRDD ___, Public assistance/public welfare ____ rehabilitation, School social work ___, Other ____

9. What is your enrollment status? Full-time ____ or Part-time ____

10. What is your rank? ASAP ____ or MSWII ____ or MSWI ____
Please rate yourself on a scale from 1-5 with 1=not at all and 5=extremely so to the following statements.

11. I feel prepared for my field placement.
12. I feel excited about my field placement.
13. I feel anxious about my field placement.
14. My anxiety about my field placement interferes with my learning in the classroom.

Please use the scale below to answer question 15-21.

1=Disagree very much
2=Disagree moderately
3=Agree moderately
4=Agree very much

15. A field placement is what you make of it.
16. At most field placements, students can pretty much accomplish whatever their learning goals are.
17. Most students will do their field work well if they make the effort.
18. If a student is unhappy with a decision made by his or her field instructor, the student should do something about it.
19. It takes a lot of luck to be an outstanding student in field placement.
20. Students who perform well in their field placement generally get rewarded.
21. Most students have more influence on their field instructors then they think they do.
APPENDIX E-STUDENT FOLLOW UP SURVEY

(Electronic version was used on Zoomerang)

1. What is your first and last name?

Please use the scale below to thoughtfully rate your current skill at your field placement:

0= Not skilled at all (I have no experience with this skill)
1=Beginning skill (I have to consciously work at this skill)
2=Moderate skill (This skill is becoming more integrated in my practice)
3=Advanced skill (This skill is done with confidence and is an integral part of my practice)

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

3. Use supervision and consultation.


5. Attend to professional roles and boundaries.


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

10. Analyze models of assessment, prevention, intervention, evaluation.

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

12. Recognize the extent to which culture’s structure and values oppress, marginalize, alienate, or create or enhance privilege and power.

13. Demonstrate flexibility in using an array of culturally sensitive and relevant clinical skills in teaching, advocacy, treatment, healing and case-management roles.

14. Engage in practices that advance social and economic justice.

15. Advocate for human rights and social and economic justice.

16. Use practice experience to inform scientific inquiry.

17. Use research evidence to inform practice.

18. Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.

19. Apply more advanced and complex analyses of human development and the life cycle towards understanding the reciprocal interactions of bio-psycho-social factors.

20. Critique and apply knowledge to understand person and environment.

21. Analyze, formulate, and advocate for policies that advance social well-being.

22. Collaborate with colleagues and clients for effective policy action.

23. Demonstrate the ability to utilize differing outreach and advocacy strategies for the benefit of clients and their families.
24. Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services.

25. Demonstrate knowledge of diversity within ethnic and cultural groups in terms of social class, assimilation, acculturation and their particular ways of being.

26. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

27. Use empathy and other interpersonal skills.

28. Develop a mutually agreed-on-focus of work and desired outcomes.

29. Exhibit knowledge about the common elements of practice (making eye contact, initiating handshake, etc.)

30. Collect, organize, and interpret client data.

31. Assess client strengths and limitations.

32. Develop mutually agreed-on intervention goals and objectives.

33. Select appropriate intervention strategies.

34. Address family strengths and limitations in order to more effectively involve collaborative resources.

35. Initiate actions to achieve organizational goals.

36. Implement prevention interventions that enhance client capacities.

37. Help clients resolve problems.

38. Negotiate, mediate, and advocate for clients.

39. Facilitate transitions and endings.
40. Utilize principles of integrated services, continuity of care, case coordination, collaboration and effective discharge from services.

41. Use clinical outcome measures in developing and evaluation programs in a cross cultural milieu.

42. Demonstrate skill in the use of outcome measures in developing and evaluating programs.

43. Critically analyze, monitor, and evaluate interventions.
APPENDIX F-FIELD INSTRUCTOR SURVEY

(Electronic version was used on Zoomerang)

1. What is your student’s first and last name?

   Please use the scale below to thoughtfully rate your current skill at your field placement:

   0= Not skilled at all (I have no experience with this skill)

   1=Beginning skill (I have to consciously work at this skill)

   2=Moderate skill (This skill is becoming more integrated in my practice)

   3=Advanced skill (This skill is done with confidence and is an integral part of my practice)

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

3. Use supervision and consultation.


5. Attend to professional roles and boundaries.


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

10. Analyze models of assessment, prevention, intervention, evaluation.

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

12. Recognize the extent to which culture’s structure and values oppress, marginalize, alienate, or create or enhance privilege and power.

13. Demonstrate flexibility in using an array of culturally sensitive and relevant clinical skills in teaching, advocacy, treatment, healing and case-management roles.

14. Engage in practices that advance social and economic justice.

15. Advocate for human rights and social and economic justice.

16. Use practice experience to inform scientific inquiry.

17. Use research evidence to inform practice.

18. Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation.

19. Apply more advanced and complex analyses of human development and the life cycle towards understanding the reciprocal interactions of bio-psycho-social factors.

20. Critique and apply knowledge to understand person and environment.

21. Analyze, formulate, and advocate for policies that advance social well-being.

22. Collaborate with colleagues and clients for effective policy action.

23. Demonstrate the ability to utilize differing outreach and advocacy strategies for the benefit of clients and their families.
24. Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services.

25. Demonstrate knowledge of diversity within ethnic and cultural groups in terms of social class, assimilation, acculturation and their particular ways of being.

26. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

27. Use empathy and other interpersonal skills.

28. Develop a mutually agreed-on focus of work and desired outcomes.

29. Exhibit knowledge about the common elements of practice (making eye contact, initiating handshake, etc.)

30. Collect, organize, and interpret client data.

31. Assess client strengths and limitations.

32. Develop mutually agreed-on intervention goals and objectives.

33. Select appropriate intervention strategies.

34. Address family strengths and limitations in order to more effectively involve collaborative resources.

35. Initiate actions to achieve organizational goals.

36. Implement prevention interventions that enhance client capacities.

37. Help clients resolve problems.

38. Negotiate, mediate, and advocate for clients.

39. Facilitate transitions and endings.
40. Utilize principles of integrated services, continuity of care, case coordination, collaboration and effective discharge from services.

41. Use clinical outcome measures in developing and evaluation programs in a cross cultural milieu.

42. Demonstrate skill in the use of outcome measures in developing and evaluating programs.

43. Critically analyze, monitor, and evaluate interventions.

44. Rate your student as he or she compares to the average MSW student you have worked with -1 being below average, 0 being average, and 1 being above average.