



# FIELD MANUAL

## INTRODUCTION: SOCIAL WORK DEPARTMENT

### **Foreword**

The Social Work Department has prepared this manual to assist agencies and field instructors in understanding the objectives, policies and procedures governing field practicum instruction for both the Bachelor of Social Work and Master of Social Work Program at Andrews University.

### **Field Introduction**

Field practicum is undoubtedly the cornerstone of graduate social work education. Theory, information and concepts are applied and internalized in "field." The heart of an excellent social work program is the field practice experience. As with all things, practice improves ability. Without field education there would be no means of providing the guided practice needed to prepare BSW & MSW students to become advanced social work professionals. Our commitment is to provide excellent practicum opportunities that support fulfillment of both the program and the student's personal mission and goals.

### **Departmental Mission**

The Andrews University Department of Social Work, through excellence in teaching, research, and service, prepares students to be effective, knowledgeable, and qualified for practice in the twenty-first century. Graduates will enhance individual and community well-being, celebrate difference, and promote social and economic justice for vulnerable populations. As a Seventh-day Adventist Christian institution, we build and disseminate knowledge, values, and skills that positively impact the local and global communities; affirm faith by integrating Christian compassion in action within generalist social work practice; and change the world through enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.

### **Department Motto**

The motto of Andrews University department of Social Work is to prepare individuals for excellence during a lifetime of professional service and Christian compassion in action.

## **Departmental Statement of Philosophy**

We, the faculty and students of the Andrews University Social Work Department, strive to be a community joined together in excellence, compassion and a desire to serve others. While each student is not required to hold the following beliefs, our department strives to affirm this philosophy in the classroom, field and interpersonal interactions:

### **We rejoice –**

- In a personal, loving God who cares about all persons and gives us freedom of choice;
- In our capacity to be loving, joyful, spiritual human beings who were made in God's image;
- In our ability to live in healthy relationships with God and our fellow human beings;
- In the privilege of interacting in communities where we can demonstrate God's mercy, love, and healing;
- In the transformational power of the Gospel to renew us in the image of God.

### **We affirm –**

- That God loves all people, regardless of race, ethnicity, age, class, gender, sexual orientation, cultural background, religious belief, health status, ability, choice, or action;
- The life and example of Jesus, who modeled a life of compassionate service to others and sought to end institutional and social oppression and improve the lives of others in the here and now;
- That people possess strengths and are resilient and deserving of love, respect, and self-determination;
- The core social work values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence.

### **We lament –**

- The personal, institutional, and social pain which humans inflict on one another, whether rooting in power, religious intolerance (e.g. anti-Semitism), or secular philosophy;
- The injustice and violence which pervades our communities and our world;
- The fear and selfishness expressed in racism, sexism, classism, and discrimination in all its forms which separate us from one another;
- The exploitation of the earth and of its poor for economic gain;
- The ways in which those with power attempt to impose their beliefs and will on the powerless, whether because of religious or secular dogma, ignorance, ideology, or personal gain;

- The ways we fail to consistently demonstrate God's message of peace, hope, impartial justice, holistic healing, and unconditional love for all people and communities.

### **We urge –**

- Faculty to model compassion, personal and professional balance, Christian servant leadership, and excellence in teaching, community service and research;
- Staff to offer caring service and support in ways that empower students, faculty, and community partners to achieve the mission of the department;
- Students to carry forward the department's mission with professionalism, compassion, and dedication to preserving and healing all God's creation;
- The entire social work department to demonstrate a commitment to excellence in practice and maintain a commitment to life-long learning.

### **Nondiscrimination Statement**

"Andrews University is committed to the same policy of nondiscrimination in education, research and all aspects of faculty, staff, student and alumni relations. All personnel policies, including all matters affecting compensation, benefits, promotions and employee discipline, are administered without regard to race, color, creed, ethnic background, country of origin, age, sex, height, weight, physical handicap, marital status, political preference, gender, sexual orientation or past military service."

- Andrews University Bulletin

### **DEPARTMENTAL GOALS**

- Prepare competent, ethical, Christian social workers who are committed to integrating their faith with their social work practice to deliver evidence-based, effective interventions to diverse client systems of various sizes, including clients in international settings.
- Prepare students who are committed to utilizing research-informed professional knowledge, values and skills to strengthen policy and practice effectiveness that will support and/or enhance the social and economic well-being of clients.
- Prepare students to apply effective critical thinking skills for problem-solving and promotion of social justice and human rights within a world of global diversity, difference, and oppressive forces that impact marginalized populations.
- Prepare students to identify and apply the content, context, and breadth of the human development and behavior experience within practice.

## Department Competencies & Practice Behaviors

The **Bachelor of Social Work** (BSW) goals and the **Master of Social Work** (MSW) Foundation year goals reflect the content as outlined in the Educational Policy and Accreditation Standards. They demonstrate the inclusion of all BSW & MSW Education Policy Accreditation Standards (EPAS) competencies and practice behaviors of social work and are consistent with the Departmental mission. The goals provide that prior to the completion of the BSW or MSW Foundation year, students will demonstrate the following:

### Foundation Competencies and Practice Behaviors

The BSW curriculum centers on preparing students for entry level professional practice or admission into an MSW or other graduate program. While the MSW foundation-year curriculum centers on preparing students for generalist practice, input from the practice community and consultants has been helpful in framing, refining and adapting a solid theoretical generalist definition for developing foundation curricular objectives. By the time a student graduates with his/her BSW degree or enters his/her foundation year (MSW) practicum, he/she should be able to demonstrate broad-based, beginning level knowledge, values, ethical decision making skills, and competence in using the generalist intervention model. Students are placed in agencies in which they are able to demonstrate generalist knowledge, values, and skills in a variety of situations and with a variety of client populations.

| <b>DEPARTMENT<br/>COMPETENCIES</b>                      | <b>PRACTICE BEHAVIORS</b>  |
|---|--|
| <b>1. Demonstrate Ethical and Professional Behavior</b> | 1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. |
|   | 1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  |
|   | 1c. Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication.  |
|   | 1d. Use technology ethically and appropriately to facilitate practice outcomes.  |
|   | 1e. Use supervision and consultation to guide professional judgment and behavior.  |
|   | 1f. Engage in career-long learning (i.e., professional development).   |
|   | 1g. Demonstrate personal self-care strategies and actions.   |

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|---|--|
| <b>2. Engage Diversity and Difference in Practice</b>                               | 2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.   |
|   | 2b. Present self as a learner and engage clients and constituencies as experts of their own experiences.   |
|   | 2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.   |
|   | 2d. Demonstrate ways in which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  |
|   | 2e. Demonstrate knowledge of personal diversity and apply it to practice.  |
|   | 2f. Apply and communicate understanding of current global pressures, issues and population groups.   |
| <b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b>      | 3a. Understand the forms and mechanisms of oppression and discrimination.  |
|   | 3b. Advocate for human rights and social, economic and environmental justice.  |
|   | 3c. Engage in practices that advance social, economic and environmental justice.   |
|   | 3d. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels in either national or international practice.  |
|   | 3e. Engage in practices that advance social, economic, and environmental justice in either national or international practice.   |
| <b>4. Engage in Practice-informed Research and Research-informed Practice</b>       | 4a. Use practice experience and theory to inform scientific inquiry and research.  |
|   | 4b. Apply critical thinking to analyze quantitative and qualitative research methods and research findings.  |
|   | 4c. Use and translate research evidence to inform and improve practice and policy.   |
| <b>5. Engage in Policy Practice</b>   | 5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.  |
|   | 5b. Assess how social welfare and economic policies impact the delivery of and access to social services and recognize when advocacy for services is needed.   |
|   | 5c. Apply critical thinking to analyze, formulate, advocate, and implement policies that advance human rights and social, economic, and environmental justice.   |
| <b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b> | 6a. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.                          |
|   | 6b. Use empathy, self-reflection, and interpersonal skills to effectively engage diverse clients and constituencies.   |
| <b>7. Assess and Plan with Individuals, Families, Groups, and Communities</b>       | 7a. Collect and organize data, and apply thinking to interpret information from clients and constituencies.  |
|   | 7b. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. |
|   | 7c. Document client assessment information.  |

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| <b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>         | 8a. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.   |
|  | 8b. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.  |
|  | 8c. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.  |
|  | 8d. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |
|  | 8e. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.   |
|  | 8f. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.   |
|  | 8g. Facilitate effective transitions and endings that advance mutually agreed-on goals.  |
| <b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> | 9a. Select and use appropriate methods for evaluation of outcomes.   |
|  | 9b. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.                    |
| <b>10. Demonstrate a Christian Social Work Perspective</b>                                     | 10a. Demonstrate respect for clients' spiritual paths.   |
|  | 10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.   |

### Advanced Competencies and Practice Behaviors

Our MSW Advanced Practice supports both micro and macro practice interventions. In light of the contemporary managed-care practice challenges, Cognitive Behavioral Therapy (CBT) has been heavily applied to clinical practice.

| <b>DEPARTMENT COMPETENCIES</b>   | <b>ADVANCED PRACTICE BEHAVIORS</b>  |
|--|---|
| <b>1. Demonstrate Ethical and Professional Behavior</b>                        | 1h(A). Apply strategies of ethical reasoning to arrive at principled decisions.   |
|  | 1i(A). Recognize and manage personal values using the Assessment of Student Professionalism (ASP) document to guide advanced practice.  |
| <b>2. Engage Diversity and Difference in Practice</b>                          | 2g(A). Demonstrate sufficient self-awareness to mitigate the influence of personal biases and values in working with diverse groups.  |
|  | 2h(A). Utilize culturally-sensitive approaches when delivering evidence-based interventions.  |
| <b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b> | 3f(A). Promote national and international policies that advance human rights; promote social, economic, and environmental justice; and, reduce oppression and discrimination. |
|  | 3g(A). Utilize community-organizing and coalition-building skills to promote social, economic, and environmental justice.   |

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| <b>4. Engage in Practice-informed Research and Research-informed Practice</b>                  | 4d(A). Conduct advanced micro practice evaluation.   |
|  | 4e(A). Conduct advanced macro practice evaluation.   |
| <b>5. Engage in Policy Practice</b>  | 5d(A). Collaborate with colleagues, clients, and organizations for effective policy action.                |
|  | 5e(A). Conduct advanced policy analysis and promote solutions that enhance social well-being.              |
| <b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>            | 6c(A). Demonstrate rapport-building skills in advanced practice settings.                                  |
| <b>7. Assess and Plan with Individuals, Families, Groups, and Communities</b>                  | 7d(A). Conduct advanced assessments using DSM-5, Person-in-Environment (PIE), and/or strengths approaches. |
|  | 7e(A). Apply differential diagnosis criteria in assessing clients.   |
| <b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>         | 8h(A). Demonstrate advanced micro and/or macro planning skills.  |
|  | 8i(A). Conduct cognitive-behavioral therapy.   |
|  | 8j(A). Demonstrate supervision skills.   |
| <b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> | 9c(A). Critically analyze, monitor, and evaluate intervention and program processes and outcomes.          |
|  | 9d(A). Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.  |
| <b>10. Demonstrate a Christian Social Work Perspective</b>                                     | 10a. Demonstrate respect for clients' spiritual paths.   |
|  | 10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.                 |

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## THE ROLE OF FIELD PRACTICUM

Practicum instruction, both historically and currently, is an integral component of social work education. Practicum education is conducted by social work professionals assigned by the agency and approved by the Department of Social Work. Certain underlying assumptions guide the practicum's organization and implementation. These assumptions are:

- The practicum is necessary to effectively translate social work knowledge into practice skills and competencies.
- The student, university, and agency share a common commitment to education as the practicum's primary purpose. Service to the agency, its clientele and the community are secondary purposes of the student's field practice involvement.
- Practicum instruction may take a variety of forms including interventions with individuals, families, groups, organizations and communities.
- The practicum should enable the student to develop skills in one or more specific areas of social work practice and should present students with opportunities to

demonstrate a broad range of practice competencies through a variety of practice activities.

- The field instructor should model social work values and ethics.
- The agencies and institutions selected as field practicum sites should provide environments that reflect the standards established by federal legislation and NASW for personnel practices.
- The field practicum is designed to be sensitive to diversities including race, ethnicity, culture, class, gender, sexual orientation, religion, physical/mental ability, age, and national origin. This is accomplished through carefully examining the placement process; the agency context; and the roles of field instructor, faculty liaison and student.
- The learning plan is made up of the practice behaviors taught throughout the curriculum. Hence, field becomes the opportunity to put into practice what is taught in the classroom.

## **FIELD CURRICULAR OBJECTIVES**

### **BSW & MSW Foundation Year Field Objectives**

*The following objectives are on the student's field learning plan. The student & MSW or BSW Field Instructor/Task Supervisor develop activities that meet each objective throughout the time the student is in the internship.*

- Advocate for clients (PB3b)
- Maintain & respect professional roles & boundaries (PB2c)
- Demonstrate professional demeanor (PB1c)
- Use supervision and consultation (PB1e)
- Demonstrate ethical reasoning & decision making (PB1a)
- Resolve ethical conflicts (PB1a)
- Practice critical thinking (PB1a)
- Demonstrate effective oral skills (PB1c)
- Demonstrate "written" skills (PB1c)
- Demonstrate cultural competence with diverse groups (PB2d)(PB2e)
- Utilize client centered strength-based approaches (PB8c)(PB8d)
- Advocate for human rights & oppose oppression and discrimination (PB3b)
- Engage in practices that advance social and economic justice (PB3c)
- Use practice to inform research (PB4a)
- Use research to inform practice (PB4c)
- Engage in policy practice (PB5a)(PB5b)(PB5c)
- Consider the unique contexts of client situations and settings in practice (PB7b)

- Demonstrate the GIM (*engagement, assessment, planning, implementation, evaluation, termination & follow up*) with individuals, families, groups, organizations, and communities (PB6c)(PB7a-c)(PB8a-g)
- Demonstrate competent Christian social work practice (PB10a)(PB10b)

### **MSW Advanced Field Objectives**

*The following objectives are on the student's field learning plan. The student & MSW Field Instructor/Task Supervisor develop activities that meet each objective throughout the time the student is in the internship.*

- Demonstrate professionalism level behaviors as described in the Assessment of Student Professionalism (ASP) document (PB1i)
- Apply ethical reasoning in decision making (PB1h)
- Apply personal and professional values to advance practice (PB1i)
- Demonstrate advanced oral and written communication (PB1c)
- Demonstrate self-awareness when working with diverse groups (PB2g)
- Demonstrate advanced skills and cultural sensitivity in dealing with diverse populations (PB2h)
- Utilize community organizing and/or coalition building skills to promote social and economic justice (PB3g)
- Conduct advanced micro practice evaluation – single subject design (PB4d)
- Conduct advanced macro practice evaluation – conduct program evaluation (PB4e)
- Conduct advanced assessments utilizing person in environment (PIE), The Diagnostic and Statistical Manual (DSM) and strengths approaches (PB7d)
- Collaborate with colleagues and/or clients for agency, state, national or international policy analysis and/or action (PB5d)(PB5e)
- Consider the unique contexts of client situations and settings in practice (PB7b)
- Demonstrate knowledge and clinical judgment in client assessment (PB7d)
- Demonstrate advanced micro and macro interviewing skills (PB6c)
- Demonstrate advanced micro and macro planning skills (PB8h)
- Conduct cognitive-behavioral therapy (PB8i)
- Demonstrate staff development skills (PB8h)(PB8j)
- Demonstrate supervision skills (PB8j)
- Demonstrate financial resource planning and development skills (e.g. budget planning, reading financial reports) (PB9c)(PB9d)
- Apply uniquely Christian practice skills in an effective manner (PB10a&b)

### **ASSESSMENT OF STUDENT PROFESSIONALISM (ASP)**

Students must meet professional expectations as a part of their internship. The ASP is a part of each students learning plan. The field instructor/task supervisor fills it out each time the student is evaluated.

## Assessment of Student Professionalism (ASP)

Course: \_\_\_\_\_

Term: \_\_\_\_\_

Student: \_\_\_\_\_

Instructor: \_\_\_\_\_

Instructions: By the end of each course/field learning plan, assign each student a score for professionalism by completing this form. If you have a student in more than one course that semester, you need to complete this form only once. **The ASP must be completed with each learning plan.** There are 10 practice behavior sections. Assign a score of 0-5 for each section. Total ASP scores will range from 0-50. Share the results with the student by the last day of class/internship.

*Please note: we are looking for the **consistent** demonstration of each of these measures of professionalism.*

|   | Practice Behaviors                        | Entry Level<br>0-2   | Developing Level<br>3   | Professional Level<br>4-5  | Score |
|---|---|--|---|--|-------|
| 1 | Professional behaviors/skills<br>PB1b, 1c | <ol style="list-style-type: none"> <li>1. Recognizes need for punctuality and time management</li> <li>2. Identifies commitment to professionalism by awareness of issues such as respect for professor/field supervisor; attentiveness in class/internship; knowing assignments (classroom or field); professional attire; excessive help-seeking and requesting exceptions, cell phones in classroom or field, plagiarism, etc.</li> <li>3. Describes appropriate use of technology</li> </ol> | <ol style="list-style-type: none"> <li>1. Reports need to be punctual and manage time effectively</li> <li>2. Expresses commitment to professionalism by showing consistency in areas such as respect for professor/field supervisor; attentiveness in class/internship; completing assignments (classroom or field), professional attire; avoidance of excessive help-seeking, requesting exceptions, cell phones in class or field and plagiarism.</li> <li>3. Understands appropriate use of technology</li> </ol> | <ol style="list-style-type: none"> <li>1. Shows consistent punctuality and time managements skills</li> <li>2. Is committed to professionalism by showing consistency in areas such as respect for professor/field supervisor; attentiveness in class/internship; completing assignments (classroom or field); professional attire; avoidance of excessive help-seeking, requesting exceptions, cell phones in classroom or field and plagiarism.</li> <li>3. Uses technology appropriately (e.g.; i-pod, laptop, etc.)</li> </ol> |       |
| 2 | Stress Management<br>PB1g, 2c, 8c         | <ol style="list-style-type: none"> <li>1. Recognizes own stressors</li> <li>2. Identifies need for support system</li> <li>3. Recognizes own strengths and limitations</li> </ol>  | <ol style="list-style-type: none"> <li>1. Establishes outlets to cope with stressors</li> <li>2. Develops a support system</li> <li>3. Attempts to overcome limitations</li> </ol>  | <ol style="list-style-type: none"> <li>1. Responds appropriately to urgent situations</li> <li>2. Effectively uses support system</li> <li>3. Functions effectively within the limitations of self and environment</li> </ol>  |       |
| 3 | Character and Virtue<br>PB1a, 1b, 10a     | <ol style="list-style-type: none"> <li>1. Recognizes importance of character and virtue in the context of personal life and professional practice</li> <li>2. Recognizes that a life of service is an essential element of social work</li> <li>3. Understands that there are unique Christian practice skills</li> </ol>  | <ol style="list-style-type: none"> <li>1. Examines/grapples with character and virtue in the context of personal life and professional practice</li> <li>2. Looks for opportunities to engage in self-sacrificing service</li> <li>3. Articulates Christian practice skills and how to apply them</li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrates character and virtues in the personal life and professional practice</li> <li>2. Willingly engages in service learning activities</li> <li>3. Demonstrates Christian practice skills in professional settings, as appropriate</li> </ol>  |       |

|   | <b>Practice Behaviors</b>            | <b>Entry Level<br/>0-2</b>   | <b>Developing Level<br/>3</b>   | <b>Professional Level<br/>4-5</b>   | <b>Score</b> |
|---|--------------------------------------|--|---|---|--------------|
| 4 | Commitment to Learning<br>PB1f       | <ol style="list-style-type: none"> <li>1. Identifies problems</li> <li>2. Formulates appropriate questions</li> <li>3. Identifies need for further information</li> <li>4. Understands need for a positive attitude</li> </ol>   | <ol style="list-style-type: none"> <li>1. Prioritizes information needs</li> <li>2. Analyzes and subdivides large questions into components</li> <li>3. Seeks out professional literature</li> <li>4. Explores own attitude toward learning</li> </ol>  | <ol style="list-style-type: none"> <li>1. Applies new information</li> <li>2. Accepts that there may be more than one answer to a problem</li> <li>3. Reads articles critically and understands the limits of application to professional practice</li> <li>4. Demonstrates a positive attitude toward learning</li> </ol>  |              |
| 5 | Use of Constructive Feedback<br>PB1e | <ol style="list-style-type: none"> <li>1. Demonstrates active listening skills</li> <li>2. Actively seeks feedback and help</li> <li>3. Recognizes need for openness to feedback</li> </ol>  | <ol style="list-style-type: none"> <li>1. Assesses own performance accurately</li> <li>2. Considers multiple approaches when responding to feedback</li> <li>3. Demonstrates a positive attitude toward feedback</li> </ol>   | <ol style="list-style-type: none"> <li>1. Develops a plan of action in response to feedback</li> <li>2. Utilizes feedback</li> <li>3. Reconciles differences with sensitivity</li> </ol>  |              |
| 6 | Ethical Conduct<br>PB1a              | <ol style="list-style-type: none"> <li>1. Identifies own values</li> <li>2. Identifies NASW Code of Ethics/Christian perspective</li> </ol>  | <ol style="list-style-type: none"> <li>1. Examines own values as well as those of others</li> <li>2. Grapples with Code of Ethics/Christian perspective</li> </ol>  | <ol style="list-style-type: none"> <li>1. Reconciles differences between own values and those of others</li> <li>2. Applies NASW Code of Ethics/Christian perspective</li> </ol>  |              |
| 7 | Critical Thinking<br>PB4b, 5c, 8c    | <ol style="list-style-type: none"> <li>1. Is able to identify multiple sources of knowledge, including research-based knowledge, and practice wisdom</li> <li>2. Identifies models of assessment, prevention, intervention and evaluation</li> </ol>   | <ol style="list-style-type: none"> <li>1. Is able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</li> <li>2. Analyzes models of assessment, prevention, intervention, and evaluation</li> </ol>   | <ol style="list-style-type: none"> <li>1. Is able to apply critical thinking in practice settings for the maximum benefit of clients</li> <li>2. Applies critical thinking skills in the practice of assessment, prevention, intervention, and evaluation</li> </ol>  |              |
| 8 | Interpersonal Skill<br>PB1c          | <ol style="list-style-type: none"> <li>1. Uses correct grammar verbally (classroom/field presentations)</li> <li>2. Writes (types) legibly using correct grammar and accurate spelling</li> <li>3. Is knowledgeable of nonverbal communication cues</li> <li>4. Communicates with and seeks input from others in a respectful, confident manner</li> </ol> | <ol style="list-style-type: none"> <li>1. Speaks with confidence</li> <li>2. Presents written material with logical organization and sequencing</li> <li>3. Recognizes impact of nonverbal communication and modifies accordingly</li> <li>4. Motivates others to achieve; establishes trust; and is able to restate, reflect and clarify messages</li> </ol> | <ol style="list-style-type: none"> <li>1. Uses professional terminology appropriately</li> <li>2. Writes at a level suitable for publication (e.g., APA style, etc.)</li> <li>3. Incorporates nonverbal communication skills into practice</li> <li>4. Talks about difficult issues with sensitivity and objectivity, assumes responsibility for own actions, and responds effectively to unexpected emergencies</li> <li>5.</li> </ol> |              |

|    | <b>Practice Behaviors</b>                         | <b>Entry Level<br/>0-2</b>  | <b>Developing Level<br/>3</b>  | <b>Professional Level<br/>4-5</b>   | <b>Score</b> |
|----|---|---|--|---|--------------|
| 9  | Problem Solving Skill<br><br>PB1e, 4c, 7a, 8c, 9a | <ol style="list-style-type: none"> <li>1. Recognizes and clearly states problems</li> <li>2. Begins to examine multiple solutions to problems and identifies potential resources</li> <li>3. Knows how to search literature for most current information</li> </ol>   | <ol style="list-style-type: none"> <li>1. Prioritizes problems</li> <li>2. Considers consequences of possible solutions to problems</li> <li>3. Articulates and critiques hypotheses and ideas</li> </ol>  | <ol style="list-style-type: none"> <li>1. Consults with others to clarify problems</li> <li>2. Accepts responsibility for implementation of solution</li> <li>3. Determines effectiveness of applied solutions</li> </ol>   |              |
| 10 | Diversity and Difference<br><br>PB2a - f          | <ol style="list-style-type: none"> <li>1. Is aware of when advocacy for diverse client(s) is needed</li> <li>2. Recognizes the extent to which a culture's structures &amp; values may oppress &amp; marginalize</li> <li>3. Gains awareness of personal biases with different/diverse groups</li> <li>4. Interacts with different/diverse groups but does not learn from them</li> </ol> | <ol style="list-style-type: none"> <li>1. Is aware of resources and how to advocate for diverse clients</li> <li>2. Advocate for clients when they experience oppression and marginalization</li> <li>3. Following one's awareness, responds to the needs &amp; advocate for different/diverse groups</li> <li>4. Recognizes different/diverse groups and the need to learn from them</li> </ol> | <ol style="list-style-type: none"> <li>1. Advocates for diverse client(s) access to social work services</li> <li>2. Advocates and intervenes for clients when they experience oppression and marginalization</li> <li>3. Gains sufficient self-awareness to eliminate the influence of personal biases with different/diverse groups</li> <li>4. Views self as learner and engage with different/diverse groups as informants</li> </ol> |              |

Total ASP Score: \_\_\_\_\_

Scoring by Grade Level:

**BSW**

Freshman/Sophomore: 0-20 points  
 Junior: 0-30 points  
 Senior: 0-50 points

**MSW**

Foundation Year: 0-45 points  
 Second Year: 0-50 points

Comments:

## **DIRECTOR OF FIELD EDUCATION**

The Director of Field Education, Twyla E. Smith, MSW, is a full-time faculty member of the Andrews University Department of Social Work and, as such, reports to the Chair of the Social Work Department. She is responsible for the overall coordination of practicum instruction and has clear authority and responsibility for ongoing field education administration.

### **To ensure a quality field experience, the Director of Field:**

- Guides the development of a field experience that supports the mission of the department,
- Monitors compliance with CSWE evaluative standards and Practice Behavior guidelines
- Develops and assesses new field agency resources
- Coordinates training and orientation
- Assigns faculty liaisons to agencies
- Facilitates ongoing communication with agency, field instructor, and liaison
- Maintains practicum records (1. Field Department 2. Agency contracts 3. student files)
- Mediates concerns and problems related to practicum instruction
- Provides the field instructor with information about the student and school policies
- Consults with the agency about the placement of students, thus ensuring appropriate learning opportunities that fit the agency's service functions
- Provides objectives and guidelines that direct the field experience.

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## **FACULTY LIAISON**

All full-time social work faculty members function in the role of faculty liaison. The faculty liaison provides a vital link between the Director of Field, the student, and the field instructor. The Director of Field designates faculty liaisons to represent the social work department in the field.

The Faculty Liaison is expected to make a minimum of two on-site agency visits per academic year and meet jointly with the field instructor and student. All faculty liaisons will make more frequent contacts when the written evaluation suggests that the student is performing below expectations. The faculty liaison is expected to have completed the Liaison visit forms for each Liaison visit.

To ensure a quality field experience, the Field Liaison will consult with the field instructor concerning:

- Student field assignments, curriculum and relevant course assignments/projects

- Professionalism
  - Development and progress of the Learning Plan, timely completion of objectives and overall field performance
  - Progress of the student, concerns about student academic and non-academic behavior
  - Practice Behavior guidelines
  - Evaluative standards
  - Program curriculum
  - Use of portfolio
  - Development and maintenance of the relationship with the agency
- 

## **FIELD INSTRUCTORS/TASK SUPERVISOR**

Field Instructors/Task Supervisors serve as social work supervisors. Practicum instruction emphasizes developing sound educational experiences based on reaching the identified educational outcomes. In working toward this end, the Field Instructor/Task Supervisor must be an administrator, educator, role model, and supervisor. It is possible for a student to receive daily task supervision from someone other than the MSW field instructor, who would then be referred to as the task supervisor.

To ensure a quality field experience, the Field Instructor/Task Supervisor:

- Understands the Andrews University Department of Social Work's mission
- Attends field instructor orientation and training
- Assigns activities to meet the student's educational needs
- Meets with the student to review and establish a learning plan no later than the third week of placement
- Reviews the Learning Plan during the first site visit
- Provides one hour of formal weekly scheduled supervision\*\*\*
- Meets with student and liaison bi-annually, more frequently if needed
- Advocates for access to agency resources and learning experience
- Provides ongoing feedback to the student about his/her practicum performance (including punctuality & attendance, etc.) As measured by the Assessment of Student Professionalism part of the learning plan.
- Submits written evaluations as required and recommends grade at semester's end.

\*\*\*These tasks may be performed only by the MSW field instructor who has graduated from a CSWE accredited social work program and who has at least a minimum two-years post MSW experience.

The Task Supervisor does not need a MSW degree, but should work closely with the MSW Field Instructor on all aspects of the student experience. When learning requires a task

supervisor, it is the responsibility of the field instructor to ensure, through collaboration with the task supervisor, that the student's learning plan is satisfactorily completed.

### **Field Instructor/Task Supervisor Selection and Evaluation**

To meet their responsibility in the cooperative partnership with the agency, the Department will:

- Consult with the agency about the placement of students, thus ensuring appropriate learning opportunities that fit the agency's service functions
- Provide the field instructor with field instruction policies
- Assist the field instructor through consultation and conferences
- Designate a faculty member to serve as liaison to the agency
- Plan periodic meetings with selected field instructors to integrate practicum instruction with the total curriculum.

If a qualified field instructor is not employed by the host agency, arrangements may be made with other agencies or with the Department of Social Work to provide this educational component.

**Evaluation:** The field instructor/task supervisor will be asked to evaluate the field experience online through survey monkey ([www.surveymonkey.com](http://www.surveymonkey.com)). A copy of the evaluation can be seen in Appendix C.

### **Field Instructor Development**

Field instructors serve as mentors, agency liaisons and supervisors. The AU Social Work Department provides orientation and education for field instructors. Included in this orientation for field instructors and task supervisors is the preparation to develop the individual student learning plan, and an overview of the Department of Social Work Curriculum and its relationship to the Professional Behaviors.

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## **STUDENTS**

The Department of Social Work regards each student as an adult learner who is capable of developing his/her learning objectives and assisting in shaping the educational process. This philosophy is exemplified by the student's responsibilities within a practicum assignment.

To ensure a quality field experience, the student will:

- Develop an individualized learning plan in collaboration with the field instructor
- Maintain professionalism and guidelines of ASP (The Assessment of Student Professionalism).

- Prepare for and actively participate in weekly supervision
- Protect the confidentiality of the client and agency information
- Consult with field instructor/task supervisor throughout the field placement, while proactively conferring with the faculty liaison at regular meetings and as needed
- Adhere to agency standards, policy, and procedures, including dress, personal conduct, and attendance.
- Satisfactorily complete the objectives on the learning plan
- Use appropriate departmental and agency protocols in addressing issues in field placement
- Uphold the ethical standards as described in the NASW Code of Ethics
- Exhibit good written and verbal skills
- Use a participatory servant leader model that empowers the people they serve
- Possess health coverage either through the University or an individual policy
- Maintain appropriate insurance for any personal vehicles used in their field placements.

Bachelor of Social Work and Master of Social Work Foundation students are evaluated by their field instructor using the *BSW/MSW Foundation Year Learning Plan*. Second year Master of Social Work students are evaluated by their field instructor using the *Advanced MSW Learning Plan*.

**Evaluation:** The students will evaluate the internship on Desire to Learn as part of the field seminar class (See Appendix C for the student evaluation form).

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## AGENCY

To ensure a quality field experience, the agency will provide:

- A Field Instructor/Task Supervisor with the necessary qualifications as outlined in this manual in the Field Instructor/Task Supervisor section
- A qualified field instructor who has sufficient time and resources to develop the student's learning experience
- Practice experiences as defined in the student's learning plan
- Student access to a broad range of experiences with diverse populations including individual, family, group, organizational and community
- Adequate office space, clerical support, and when possible, travel reimbursement for the student in conjunction with field responsibilities
- Access to technical support and information for student's agency-based research projects
- Arrangements for emergency medical care for the student, at the student's expense
- Information regarding the agency's policies, including dress, appearance and professional expectations.

## **Agency Selection and Evaluation**

Selection of field agencies occurs in two ways:

- The Director of Field identifies an agency that meets the program's basic criteria for appropriate placements,
- The agency expresses an interest in being a field placement site.

In either case the Director of Field will visit the agency and discuss the field expectations for the placement of BSW & MSW student(s). The selection of practicum sites includes at a minimum a commitment to:

- Contribute to the education of professional social workers
- The Andrews University Department of Social Work's mission, goals and, objectives for training professional social workers
- An agency-defined function of services to clients
- Make available individual, groups and, agency or community projects for student assignments
- Provide adequate personnel in terms of qualifications, instruction time and continuity
- Provide adequate office space, clerical aid(s), and, when possible, travel reimbursement for the student,
- Participate in the student's research projects
- The student as a developing professional by assigning appropriate tasks for learning social work vs. unrelated social work tasks designed to only assist the agency
- Provide a sufficiently qualified field instructor (particularly the availability of an MSW with two years of post-master's experience) who has sufficient time and resources to develop the student's learning experiences, prepare and conduct individual student conferences, attend school-sponsored meetings and complete quarterly evaluations.

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## **FIELD PRACTICUM STRUCTURE WITHIN THE AGENCY**

Basic Expectations for all Field Practicum:

- Develop opportunities to participate in multi-disciplinary interactions
- Provide awareness of community resources
- Provide exposure to practice activities, that are in the learning plan
- Provide exposure to diversity such as gender, age, race, socioeconomic class, and disabilities in client populations.

## Statement Regarding Leave of Absence from Internship

A leave of absence of up to 30 calendar days may be requested by a student in internship in emergency cases only, such as: death in the family, illness, or other immediate family emergency in accordance to departmental policies. To apply for a leave of absence:

- A. Student must contact the Task Supervisor/Field Instructor within 10 calendar days of initial absence and must provide the reason for request, as well as the proposed date of return to the internship.
  - o This request must be approved by the Task Supervisor/Field Instructor. It is at the discretion of the Task Supervisor/Field Instructor to approve or not approve the request!
- B. Under unusual circumstances, a student may request a leave of absence of more than 30 calendar days.
  - o The student must submit a written, formal request that includes the reason for request, as well as the proposed date of return to the internship
  - o This request must be submitted to both the Task Supervisor/Field Instructor **and** the Director of Field Education
  - o Both the Task Supervisor/Field Instructor **and** the Director of Field Education **must** approve the request. It is at the discretion of the Task Supervisor/Field Instructor and the Director of Field Education to approve or not approve the request!
  - o It is at the discretion of the Task Supervisor/Field Instructor if the already completed hours will be counted towards the completion of the internship.
- C. If this protocol is not followed, students may be in jeopardy to lose **all** completed hours.

## First Year Field Practicum Expectations - BSW & MSW Foundation Year

In the first year of field practicum students are expected to fulfill a minimum of 50% of their field hours in direct practice areas. Direct practice is defined as the student's having direct service contact with clients. The remaining hours may be spent in supervision, agency meetings, community agency networking, collaboration, and documentation time. The following are general expectations and guidelines for student caseload assignments. These guidelines may vary depending on the type of agency and client population.

- Preliminary orientation is expected to be completed by the second week of placement, and caseload assignments are to begin by the third week. Ongoing orientation may be incorporated into regular field placement hours.
- Three to five ongoing individual cases per semester should be assigned. The first year student is expected to apply practice theories and intervention modalities appropriate for problem-solving cases with individuals, families, groups, and/or communities.

- Students are to participate with one to two family cases per quarter. It is recognized that the term family may apply to a variety of familial patterns.
- Students are to participate in a task or treatment group experience. If a group is not available, the field instructor should consult with the faculty liaison to discuss other possibilities as to how the student can meet this requirement.
- Students need to establish an on-going working relationship with one or more client systems, such as individuals, families, groups, and/or communities. The duration is left to the field supervisor's discretion based on the nature of the facility.
- Students should participate in professional groups such as: staff meetings, interdisciplinary team meetings, in-service training, case conferences, etc.
- Students must participate and take initiative in weekly supervision, including examination of professional practice with client systems, problem-solving, and use of self.
- Agencies should provide experience with termination and follow-up services in the community.
- Students are to assess the agency's administrative structure and service delivery.

### **Second Year Field Practicum Expectations - MSW Advanced Standing and Standing Plus**

In the second year of field placement students are expected to fulfill a minimum of 50% of their field hours in direct service contact with clients. The remaining hours may be spent in supervision, agency meetings, community agency networking, collaboration, documentation and other indirect practice activities.

Due to the different objectives of various types of agencies, the guidelines, intervention strategies, and agency objectives may differ.

- Preliminary orientation is expected to be completed by the second week of placement and caseload assignments are to begin at that time. Ongoing orientation may be incorporated into regular field placement hours.
- There should be CBT experience with clients throughout the year. The second year student is expected to apply case management skills, intrapersonal and interpersonal theories, and CBT strategies.
- There should be advanced experience with family systems, recognizing that the term family may apply to a variety of familial structures and circumstances.
- There should be treatment group experiences. The student can function as a facilitator or as a co-facilitator. For new groups the student is responsible for designing the content and recruiting the group. For ongoing groups the student will learn the group dynamics and structure. In both circumstances, the student is obligated to learn interactional process and group analysis. Group experiences may be varied such including psychosocial, educational, support, socialization, advocacy, etc.

- There should be at least one long-term case. The duration is left to the field supervisor's discretion based on the nature of the facility. The student should have the opportunity to monitor the client's psychosocial adjustment over time.
  - There should be experience in case conferences, in-service training, and/or staff meetings.
  - There should be active participation in weekly supervision. This would include demonstration of initiative to discuss case management as well as ways to enhance the therapeutic process, student self-awareness and problem-solving abilities.
  - There should be experience with termination and follow-up services in the community.
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## **INTEGRATION OF THEORY AND PRACTICE**

The field placement occurs concurrently with classroom instruction. Integrating theory and practice is emphasized through four avenues:

**1. Field Seminar (BSW—SOWK420 or MSW—SOWK510 or 610).** This seminar provides a forum for mutual support, agency case analyses, discussion of ongoing practice concerns and peer learning. Thus, it provides a vital link between theoretical knowledge, skills, values and practice realities. This course must be taken concurrently with field practicum.

**2. Classroom Instruction.** Classroom teachers are practitioners who aid students in bridging the gap between theory and practice by helping them process their field practicum experiences. These integrative mechanisms provide the curriculum with a dynamic orientation.

**3. Learning Plan.** The field learning plan is made up of Professional Behaviors which are reflective of the content that students learn in their classes. The faculty collaboratively determines experiential objectives that are applied in their classes and apply in the field setting (See Appendix A). A completed learning plan is turned in following every 200 years/250 for the MSW second year.

**4. Field Instructor Development.** At the beginning of each year is a field instructor orientation which includes an overview of the department, field manual, learning plans, and other salient topics.

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## **TIME REQUIREMENTS**

The BSW student and MSW-Foundation year student will complete 400 field hours (2 learning plans) for the first year and 500 field hours (2 learning plans) for the MSW second

year for a total of 900 clock hours. The advanced placement student is expected to complete 600 (3 learning plans) field hours.

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## **STUDENT PORTFOLIO**

BSW and MSW students will compile a personalized portfolio throughout their field and educational experience at Andrews University. The portfolio will represent the student's professional area of interest.

The field experience will also be a part of the portfolio. Students will defend their portfolios at the end of their respective degrees. Field Instructors are invited to the defense session.

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## **EMPLOYMENT BASED INTERNSHIP**

Traditionally, Social Work field placements are educationally focused, unpaid training experiences in Social Work settings, which are selected on the basis of the student's level of placement and areas of interest. There are some situations, however, in which paid employment can meet the standards for field placements. The guiding principles for these exceptional decisions is that the field placement experience must offer new and different learning opportunities from those associated with the student's regular employment and also must be educationally directed and professionally supervised by a Field Instructor who meets the standards of the Field Education Office.

There are a number of potential problems that may arise when students attempt to combine jobs with field placement:

- The agency may emphasize productivity of the student employee, rather than the student's own learning.
- If job duties change, the position may no longer meet the criteria for social work activities at that student's level of placement.
- Both the student and the agency may be less willing to disclose problems that arise during the field placement, such as inadequate supervision, activities which are incongruent with placement expectations, situations that threaten their employment status, etc. This could lead to a delayed intervention by the Field Education Office, sometimes resulting in an "Unsatisfactory" or "Incomplete" grade for the field placement.

Consequently, paid employment can present many complicating factors that limit students' full utilization of the educational opportunity of field internships and should be weighed carefully by the student and the employer. Therefore, the Field Education Office cautions students about the potential problems of these placement situations and reserves the right

to approve paid employment as field placements based on the following guidelines. These guidelines apply to new jobs as well as to existing employment.

## **REQUIREMENTS FOR EMPLOYMENT BASED INTERNSHIPS**

1. All of the required field hours must take place under the supervision of a Field Instructor who meets the standards of our program. The Field Instructor must be a different person from the student's job supervisor. This is to ensure, in part, that the Field Instructor is free to focus on educational aspects of the placement rather than workload issues. The agency and the Field Instructor are expected to provide professional supervision
2. The activities must be congruent with the student's placement level. Some jobs with the title of "Social Worker" do not meet the expectations of the practice activities for a particular field experience. Students are responsible for understanding and adhering to the course objectives for Field Education.
3. The activities themselves must constitute *new* learning for the student: i.e., a new population, utilizing new treatment methodology, and/or in a new field of practice. The agency has available either different units or distinctly different learning opportunities that will provide the student with non-routine social work practice experiences. Thus the student will be taken out of her/his current job description activities for the number of required hours per week that constitutes the field placement to ensure that specific BSW or MSW learning objectives may be accomplished.
4. The student's educational goals should be the primary focus of the position, not simply the needs of the agency. The agency and the Department of Social Work must agree that the assignments given to a paid placement student are consistent with the educational objectives of the Department, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student's professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve placement requirements
5. The employment date or date of reassignment within the agency must be no more than 90 days from the first day of the semester in which the student is registered to start the placement, in order to ensure that the field education experience falls in sequence with academic course work as structured by our program of studies and according to the Council on Social Work Education (CWSE).

If the potential internship meets the above criteria, the student can then submit the *Employment Based Internship Proposal* form to the Field Education Office. The purpose of this proposal is to provide the Field Office with evidence that the proposed internship will include sufficient educational objectives and experiences to satisfy the Andrews University Department of Social Work's expectations and will be in compliance with the criteria spelled out in the "Placement of Student at Current Job Location" in the *Field Education Manual*.

In order to be considered for this special placement request, the student is responsible for completing and submitting this form to the Field Education Office at least *one month (30 days)* prior to the beginning of the placement. The decision will be made by the Field Education Office and will be communicated directly to the student as soon as possible. *Students should not assume that these placements will be automatically approved.*

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## **ACADEMIC AND NON-ACADEMIC TERMINATION**

A student may be terminated from the BSW or MSW Program if he/she has violated Andrews University standards, professional standards, the NASW Code of Ethics, and/or the Assessment of Student Professionalism. These violations may be academic, non-academic, or both. Prior to the termination of a student from the Program, a remediation plan may be used. Circumstances which may result in termination from the Program may include, but are not limited to:

1. Failure to demonstrate or maintain one or more of the qualities or conditions required in the admission criteria,
2. Failure to satisfy requirements for removal of academic probation after having been readmitted following academic suspension,
3. Failure to meet or maintain academic grade point requirements established by the faculty for the practice sequences of the Program,
4. Failure to use practice skills and demonstrate Social Work values in ways judged to be in accordance with the NASW Code of Ethics,
5. Consistent and repeated tardiness and/or absence from class and/or internship
6. Inability to develop the interpersonal skills necessary for effective social work practice with clients and diverse populations
7. Inability to establish and maintain functional and collegial relationships with fellow students, faculty members, and field instructors,
8. Failure to demonstrate professional behavior,
9. Failure to develop as a professional, including the demonstration of motivation for the Social Work profession.

Gross misconduct may result in immediate termination from the program.

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## **STUDENT GRIEVANCE POLICY**

The social work faculty created the following procedures to protect students' rights and give them an opportunity to defend themselves against unfair criticism and treatment. The following protocol has been established to address potential problems should a student feel that his/her **academic or personal rights** have been violated. The student should first

address his/her concern with the person thought to have made the violation (e.g., faculty, Other Student, Field Liaison, Field Instructor or advisor). Students are encouraged to make every attempt to use professional discretion, integrity, respect, and impartial judgment in resolving issues amongst themselves and colleagues.

If, after talking to the individual involved, the problem continues and the *student's concern is with*:

1. A *faculty member or another student*, the student should discuss the matter with his/her advisor;
2. A *Field Instructor*, the student should attempt direct resolution with the Field Instructor. If the problem continues, the student should then consult and ask for an intervention from the Faculty Liaison. If there is no resolution, the Director of Field Education is notified and gets involved.

If the problem continues to be unresolved, then the student should notify the department Chair, in writing, about the concern. If the concern is not resolved in the department; there are campus wide channels that can be explored. In all cases, the student may appeal to the President of the University, after all other channels have been explored, if the student perceives the concern has not been satisfactorily resolved. No student shall suffer any penalty for seeking correction of a perceived wrong. (Also see Andrews University *Working Policy* 3:292.)

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## **FIELD PLACEMENT REMEDIATION PLAN**

There may be times when a student is unsuccessful in the assigned field placement setting. There are four main categories where placement appropriateness may be challenged:

- "Professionalism" which includes lack of punctuality, irregular attendance, inappropriate appearance and/or hygiene, deficient relationship skills, etc.
- "Behavior" including inappropriate conduct, respect issues, attitude or demeanor problems, unsafe boundaries, etc.
- "Skill" including lack of academic level social work knowledge, impaired assessment skills, inability to perform, inconsistent follow-through, etc.
- "Academics" including failure in field-related courses

A remediation plan is needed when any of the above concerns warrant termination from the placement and the student has earned an unsatisfactory grade. This may be evidenced as

early as the first few days or weeks of placement as well as any time throughout the placement.

Steps to be taken include, but are not limited to:

- Supervisor's discussion(s) with the student
- Supervisor's documentation of discussions
- Supervisor's/student's dialogue with liaison (and student advisor if indicated)
- Supervisor's/student's dialogue with director of field
- Written evaluation at each step, which includes:
- Learning plan completion
  - Attendance schedule
  - Letter outlining area(s) of concern
  - Supervisor's recommendations

We recruit quality-level social work supervisors and have confidence in their individual abilities to model, teach, and evaluate appropriate level (foundation and advanced year) social work students. Our expectation is that they will effectively contribute to the learning environment of the students assigned to their facilities. As we build relationships with agencies, we must be supportive of the efforts of these supervisors and value their assessment. As we deal with student challenges, we must be careful to:

- Listen objectively to both the student and the supervisor
- Request written assessments
- Meet with all involved individuals.
- Document all concerns, activities, recommendations (and retain in student's records)
- Act promptly to alleviate inappropriate situations (i.e. remove a student as soon as the placement is no longer appropriate)

When a student's challenges warrant termination from an assigned placement, another placement may not be assigned until remediation has taken place. An individual plan to correct the problem must be developed and may entail:

- Placement in another setting with full knowledge of the documented issues from the previous placement.
- A second evaluation by another field placement supervisor or faculty representative. This may be for a limited time (i.e. 40-100 hours) and will require specific goals/competencies to be reached/demonstrated. If successful, these hours may be used toward placement hour fulfillment; if unsuccessful, they may not be used.
- Coursework in the area(s) of deficit (which may include repetition of foundation level courses) to ensure the knowledge base. For two-year MSW students, courses may be repeated until competency is demonstrated. For Advanced-standing students, acceptance into the two-year program with coursework requirements may be an option.
- A student may not be merely placed in another setting unless the Field Instructor signs the Learning Plan for the designated hours earned by the student.

## **SPECIAL SITUATIONS**

Sometimes special situations arise which directly or indirectly affect a student's field practicum. Several such situations are addressed below. In all instances—both those listed below and others—the Director of Field Education must first approve the special situation.

### **Change in Practicum Placement**

Students may seek a change in field practicum when problems make continuing the practicum an issue. The student's designated field liaison will review the request for a change in field practicum. Examples which might generate such requests include:

- A. Inadequate agency resources to support the field practicum—i.e., lack of student office space, lack of clients, insufficient supervisory time, loss of a practicum instructor due to illness or job change
- B. Learning experiences in the agency are too narrow—i.e., the student lacks opportunities to work with individuals, families and groups or to assume multiple intervention roles such as counselor, broker, or advocate
- C. Placement error based on needs of the student and practicum site—i.e., agency learning experiences are too advanced for the student or the converse, agency substantially changes its administrative structure which creates a chaotic situation for the student and adversely affects available learning opportunities
- D. Irreconcilable differences between the field instructor or task supervisor and the student.

### **Procedure for Change in Practicum Placement**

1. The student attempts to resolve the issues with the field instructor/task supervisor. If this is unsuccessful, the student must submit in writing to the faculty liaison a brief, specific review of the issues. The issue is then taken to the faculty during faculty meeting for review.
2. The faculty liaison, student, and field instructor/task supervisor meet to discuss the issues and explore alternative solutions. If a solution is not found within the agency, a decision to terminate the placement is then made by the faculty liaison in consultation with the Director of Field Education and the field instructor/task supervisor

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## **STUDENT PERSONAL SAFETY GUIDELINES**

Students must recognize that social workers have increasing potential for risk to personal

safety. When in the field, the student should be alert to environmental factors relative to personal safety.

1. Students are expected to conform to the standards established by the field work agency regarding personal safety.
  2. Students are expected to use discernment regarding personal safety, particularly when making visits in the community and in the homes of clients.
  3. Students are to leave an itinerary with an immediate supervisor with destinations and time of return, whenever working outside of agency offices.
  4. Under no circumstances should students use a personal vehicle to transport agency clients or staff unless insurance coverage for such use is provided by the agency.  
**Students are responsible to verify that the agency coverage includes their personal vehicle.**
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## **INCLEMENT WEATHER**

Andrews University ordinarily will not close because of snow or ice. University policy is to remain open during inclement weather since many students and faculty live nearby. In the event of conditions severe enough to warrant closing, a notice of canceled classes will be reported on WAUS 90.7 FM and/or WHFB 99.9 FM.

Cancellation of a class for reasons other than inclement weather will be at the field instructor's discretion. It is the student's responsibility to listen for such announcements.

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## **APPENDICES**

### **Appendix A: Field Learning Plan, Hours, Agreement**

- [Field Practicum Timesheet \(.pdf\)](#)
- [BSW/MSW First Year Learning Plan](#)
- [MSW Second Year/Advanced Standing Learning Plan](#)
- [Student Practicum Agreement \(.pdf\)](#)

### **Appendix B: Faculty Liaison Field Forms**

- [Liaison Visit Form \[.pdf\] \[MSWord\]](#)

### **Appendix C: Evaluation Links (Field Instructor Evaluation)**

- [Field Instructor Evaluation](#)

## **Appendix D: Field Instructor Resources**

- Field Instructor's Guide [[.pdf](#)]
- Generalist Intervention Model [[MSWord](#)]
- Human Behavior in the Social Environment (HBSE) explanations [[MSWord](#)]
- Meeting Policy Learning Objectives [[MSWord](#)]

## **Appendix E: Field Placement Agreement**

- Field Placement Agency/University Contract

## **Appendix F: NASW Code of Ethics**

- [NASW Code of Ethics](#)

## **Appendix G: Disruption Notification**

- [Disruption Notification Form](#)

## **Appendix H: Consent for Treatment by An Intern [[Word \(.doc\)](#)] [[Acrobat \(.pdf\)](#)]**