

Field Manual

Printed Portfolio Guidelines
2006-08-21-D 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 the Master's 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 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 department mission builds on the mission of both Andrews University and the College of Arts and Sciences. The Social Work faculty, Community Advisory Council and students have further simplified and refined our departmental mission.

"Preparing individuals for excellence during a lifetime of professional service and Christian compassion in action"--these words summarize and energize our departmental efforts.

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 the following philosophy in 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.

We affirm

- That God's Kingdom embraces and includes 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 all people possess strengths and are resilient and capable of love, respect and self-determination;
- The values of self-determination, individual worth and dignity and the importance of life.

We lament

- The institutional and social pain which humans inflict on one another, whether rooting in power, religious intolerance or secular philosophy;
- The injustice and violence which pervades our communities and our world;

- The fear and selfishness expressed in racism, sexism, anti-Semitism and homophobia which separate us from one another;
- The exploitation of the earth and 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 communities and all others;

We urge

- Faculty to model compassion, Christian servant leadership, excellence in teaching, community service and research;
- Staff to offer service and support in ways that empower students and faculty and stakeholders 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, the mediation of understanding and 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."

DEPARTMENTAL GOALS & SUGGESTED COURSE OUTLINES

Bachelor of Social Work and Masters of Social Work - Foundation Year

The Bachelor of Social (BSW) year goals and the Masters of Social Work (MSW) Foundation Year Goals reflect the content as outlined in the Curriculum Policy Statement (CPS). They demonstrate the inclusion of all BSW & MSW CPS directives and purposes of social work and are consistent with the Departmental mission. The goals provide that prior to the completion of the BSW and Foundation year, students will demonstrate the following:

- Strengths-based **generalist assessment** competencies across client systems,
- Basic competencies in being professional **consumers of research**,
- Basic competencies in conducting a **research** project that explores a social work issue,
- Entry-level **practicum-based** competencies in conducting **generalist interventions** across settings and with diverse client systems,
- Compassionate assimilation of the professional **values and ethics** of social work,
- Use of differential and **critical thinking** skills,
- Basic professional **use of self**,
- Basic competencies that explore **social policies and institutions** and their impact on practice,
- Basic competencies in performing **socially/economically responsible advocacy**,
- Basic **diversity and culturally sensitive** practice competencies,
- Competencies in addressing the unique needs of **populations at risk** such as gays and lesbians, women and children, teens, the disabled, frail elderly, the mentally and physically ill and people of color,
- Knowledge skills basic to **social advocacy**.

The BSW curriculum centers on preparing students for entry level professional practice or admission to an MSW or other graduate program. While the 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.

Generalist social workers assess clients' (individuals, families, groups, organizations and/or communities) environments and decide which levels of which systems should be the focus of intervention. Social workers utilize broad-based liberal arts knowledge of the human biological, psychological, social, political and economic systems and, as change agents, choose from a repertoire of techniques and skills.

The generalist practice model includes five elements which are integrated throughout (McMahon, 1994):

- 1) an ecological systems perspective
- 2) a problem focus
- 3) a problem solving process
- 4) a multilevel approach
- 5) an open selection of theories and interventions

The generalist approach utilizes a problem solving model sometimes called the Generalist Intervention Model (Kirst-Ashman and Hull, 1993). Steps included in the model are assessment, planning, intervention, evaluation, termination and follow-up. This model can be adapted to a broad range of psychosocial practice settings.

The ecological and social systems perspective provides a framework for integrating the generalist practice model across the nine content areas of the CPS. The generalist problem-solving method is the most universally held perspective among social work practitioners. While this method is the primary intervention method mastered in the bachelors level and foundation year course work, students are also exposed to a variety of other theories and interventions. In keeping with the mission and bias of our program, students are expected to incorporate a strengths-based perspective.

The knowledge-base of the generalist practice model reflects systems theory, a person-in-environment perspective and knowledge of an individual's behavior within his/her social environment. Students are guided by professional values and ethics that they have related to societal and personal values. They are not specialists in any one method or theoretical approach but maintain a level of knowledge and competence transferable to a variety of settings and situations. Core among these are social justice and human rights.

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.

Building on this generalist practice model, the foundation curriculum addresses the nine content areas.

1. Values and ethics
2. Human diversity
3. Promoting social and economic justice
4. Populations at risk
5. Human behavior and social environment
6. Generalist practice
7. Social welfare policy and services
8. Social research
9. Field practicum

Master of Social Work - 2nd Year

Advanced Concentration Goals: Prior to the completion of the advanced year, students will demonstrate competencies in:

- The use of **current literature to empirically validate and guide** their practice,
- **Evaluating and disseminating practice outcomes,**
- Using **computer technologies** for enhancing practice,
- **Ethical social work conduct** and the critical handling of ethical dilemmas,
- Advanced abilities to function as **autonomous practitioners,**
- Advanced competencies **interprofessional leadership** and a commitment to **life-long learning,**
- Comprehensive professional **use of self** in practice,
- Commitment to and competencies for **promoting social and economic justice,**
- Advanced competencies in conducting **diversity and culturally-sensitive** interventions
- Advanced innovation and proactive commitment to addressing the unique needs of **populations at risk,**
- Advanced competencies in **mobilizing coalitions** for implementing **social change** strategies.

Our Advanced Practice supports both micro and macro practice interventions. Both direct and indirect practice is tied to the use of solution-focused interventions. In light of the contemporary managed-care practice challenges, solution-focused treatments have been heavily applied to clinical practice. A recent body of total quality management (TQM) and other administrative literature suggests that administrators can also benefit from adopting the strengths-based solution-focused intervention strategies. Practice learning is then applied in concentration-specific field practicum experience. The Advanced Practice concentration integrates core curriculum components and prepares students to perform advanced interventions in complex situations. Building on their generalist knowledge, students expand their use of increasingly complex interventions and gain added expertise in using solution-focused skills across population groups and in various treatment settings. All Advanced Practice skills are then applied in appropriately advanced field settings.

The Advanced Practice concentration practicums provide opportunity for advanced interventions with individuals, families, groups and communities.

Prior to the completion of the advanced year of Advanced Practice, Interpersonal Practice students will demonstrate competencies in:

- Conducting strengths-based **clinical assessment** and differential diagnosis in complex situations,
- **Practicum experiences** basic knowledge of **supervision and competencies in performing advanced solution-focused interventions** with diverse clients groups in multiple settings

BACHELOR OF SOCIAL WORK

BSW Suggested Course Outline

MASTER OF SOCIAL WORK

MSW Regular Standing Graduation Guidelines

A minimum cumulative GPA of 3.00

No D or F (or U) may count toward a graduate degree

The maintenance at all times of professional conduct and behavior appropriate for a social worker according to the National Association of Social Workers' code of Ethics.

Satisfactory defense of professional degree portfolio. This portfolio is a demonstrative collection of professional skills and projects.

MASTER OF SOCIAL WORK

MSW Advanced Standing Graduation Guidelines

A minimum cumulative GPA of 3.00

No D or F (or U) may count toward a graduate degree

The maintenance at all times of professional conduct and behavior appropriate for a social worker according to the National Association of Social Workers' code of Ethics.

Satisfactory defense of professional degree portfolio. This portfolio is a demonstrative collection of professional skills and projects.

MASTER OF SOCIAL WORK

MSW Advanced Standing Plus Graduation Guidelines

A minimum cumulative GPA of 3.00

No D or F (or U) may count toward a graduate degree

The maintenance at all times of professional conduct and behavior appropriate for a social worker according to the National Association of Social Workers' code of Ethics.

Satisfactory defense of professional degree portfolio. This portfolio is a demonstrative collection of professional skills and projects.

MASTER OF SOCIAL WORK

MSW Graduation Guidelines for Specialty Emphasis

THE ROLE OF FIELD PRACTICUM

Practicum instruction, both historically and currently, is an integral component of social work education. Practicum teaching 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:

Rationale and Purpose

The practicum is necessary to effectively translate social work knowledge into practice skills and competence.

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 program is designed to be sensitive to diversities including race, ethnic, cultural, 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.

Field Oversight Group

The goal of the field oversight group is to monitor and oversee the quality of field and integration of the classroom learning

with the field experience as they support the departmental mission. The field oversight groups responsibilities are to:

1. Suggest field practicum policies and procedures as presented in the Field Practicum Manual.
2. Ensure that practice content at the BSW & MSW-Foundation year and in both advanced concentrations is covered in field.

The Social Work Department expects students to be proactive in working with their field instructor to shape an individualized learning plan.

Field Curricular Objectives

BSW & MSW Foundation Year: Field Objectives

1. Demonstrate professionalism
2. Demonstrate collegial interaction
3. Demonstrate awareness and sensitivity to populations at risk
4. Promote racial and ethnic resiliency
5. Apply HBSE theory to individual, family, group, community
6. Facilitate a basic interview
7. Conduct an individual assessment
8. Develop goals and objectives/treatment planning with individuals
9. Conduct family assessment
10. Develop goals and objectives/treatment planning with family
11. Facilitate a family session
12. Conduct a group assessment
13. Develop goals and objectives/treatment planning with group
14. Facilitate a group
15. Participate in community assessment
16. Demonstrate goals and objectives/treatment planning with community
17. Demonstrate community organizing
18. Conduct practice evaluation on client system of your choice (individual, family, group, community)
19. Demonstrate documentation
20. Facilitate case management
21. Facilitate a crisis intervention
22. Demonstrate effective oral communication
23. Demonstrate policy analysis
24. Contribute to policy formation and/or application
25. Demonstrate advocacy/brokering
26. Demonstrate lobbying
27. Demonstrate personal and professional value integration
28. Demonstrate compliance with the Code of Ethics
29. Apply qualitative/quantitative research methods
30. Identify and demonstrate area(s) of growth specific to the student

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Marriage & Family / Mental Health: Field Objectives

1. Demonstrate professionalism
2. Demonstrate personal and professional value integration
3. Demonstrate effective collegial interaction
4. Demonstrate advanced interviewing
5. Conduct advanced clinical assessment
6. Conduct solution-focused therapy (individual, family, group)

7. Conduct therapy relevant to chosen emphasis
8. Demonstrate advanced documentation
9. Conduct advanced micro practice evaluation
10. Demonstrate effective oral communication
11. Contribute to policy formation and/or application
12. Identify and demonstrate area(s) of growth specific to the student
13. Identify and demonstrate area(s) of growth specific to the student's emphasis

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Administration: Field Objectives

1. Demonstrate professionalism
2. Demonstrate effective oral communication
3. Demonstrate collegial interaction
4. Demonstrate personal and professional value integration
5. Conduct advanced macro practice application
6. Facilitate leadership
7. Demonstrate management (administrative supervision/project management)
8. Facilitate staff development and/or training
9. Acquire and manage capital resources
10. Demonstrate advanced interviewing skills
11. Conduct executive board assessment
12. Contribute to policy formation and/or application
13. Conduct organizational assessment
14. Implement an information management plan
15. Demonstrate community development
16. Demonstrate macro documentation
17. Conduct advanced program evaluation
18. Identify and demonstrate area(s) of growth specific to the student
19. Identify and demonstrate area(s) of growth specific to the student's emphasis

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DIRECTOR OF FIELD

The Director of Field Education, Shelly Perry, MSW, LCSW, 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 administration.

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

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

The Director of Field is evaluated by the Department Chair, Faculty and Field Instructor. The Director of Field is also evaluated by students using the *Director of Field Evaluation Form*.

FACULTY LIAISON

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

The field liaison is expected to make a minimum of two on-site agency visits per academic year to 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 following forms:

Liaison Initial Assessment

Liaison Follow-up Assessment

Liaison Year-end Assessment

To ensure a quality field experience, the Field Liaison:

Will consult with the field instructor concerning:

1. student field assignments, *curriculum and relevant course assignments/projects*
2. professionalism,
3. development and progress of the learning plan, *timely completion of objectives and overall field performance*
4. progress of the student, *concerns about student academic and non-academic behavior*
5. CPS guidelines
6. evaluative standards,
7. program curriculum,
8. use of portfolio,
9. Develops and maintains the relationship with the agency

Faculty liaisons are evaluated by field instructors through use of the *Field Liaison Evaluation Form*. Field liaisons also have the responsibility to monitor the student's learning plan and overall progress through the use of the *Liaison Assessment of Field Experience Form*.

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 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.

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

1. Understands the Andrews University Department mission statement,
2. Attends field instructors orientation and training,
3. Assigns activities to meet the student's educational needs

4. The field instructor/task supervisor is expected to meet with the student to review and establish a learning plan no later than the third week of placement.
5. The faculty liaison will review the Learning Plan during the first site visit.
6. **Provides one hour, formal weekly scheduled supervision
7. Meets with student and liaison bi-annually and more frequently if needed,
8. Advocates for access to agency resources and learning experience,
9. Provides ongoing feedback to the student about his/her practicum performance (punctuality & attendance)
10. 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 an accredited school with two-years post MSW experience.

The Task Supervisor does not need the 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 learning plan is satisfactorily completed.

Field instructors are evaluated by the field liaison using the *Faculty Liaison Evaluation Form* and the *Liaison Assessment of Field Experience Form*. The student evaluates the field instructor using the *Student Evaluation of the Field Instructor & Agency Form*.

Field Instructor/Task Supervisor Selection and Evaluation

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

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

Field agencies are evaluated based upon their continued compliance with the above criteria. In addition, the agency is critiqued by the student, using the *Student Evaluation of the Field Instructor and Agency Form*.

If such 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.

The field instructors are given the opportunity to critique themselves, the student and the Department of Social Work by completing the *Field Instructor Evaluation of the Field Experience Form*.

Field Instructor Development

Field instructors serve as mentors, agency liaisons and supervisors. The MSW Program provides orientation and education for field instructors.

Included in this orientation for field instructors and task supervisors is preparation to develop the individual student learning plan, an overview of the Department of Social Work Curriculum and its relationship to the Curriculum Policy Statement and the process for student evaluation.

STUDENTS

The Social Work Department regards each student as an adult learner 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:

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

Foundation students are evaluated by their field instructor using the *Foundation Year Field Learning Plan*. Second year Direct Practice Concentration students are evaluated by their field instructor using the *Interpersonal Practice Field Learning Plan*. Second year Administration & Development Concentration students are evaluated by their field instructor using the *Administration & Development Field Learning Plan*.

AGENCY

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

1. A two-year post-MSW field instructor or task supervisor with qualified MSW supervision,
2. A qualified field instructor who has sufficient time and resources to develop the student's learning experience,
3. Practice experiences as defined in the students learning plan,
4. Student access to a broad range of experiences including individual, family, group, organizational and community,
5. Adequate office space, clerical support and when possible, travel reimbursement for the student in conjunction with field responsibilities,
6. Access to technical support and information for student's agency-based research projects,
7. Arrangements for emergency medical care for the student, at the student's expense,
8. Information regarding the agency's policies, including dress and appearance.

Agency Selection and Evaluation

Selection of field agencies occurs in two ways:

- Director of Field identifies or the agency expresses an interest 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 MSW student(s). If the agency meets the general criteria for a field setting, they are asked to fill out the Director's Assessment form. This form assesses the agency's qualifications in more detail, including a description of the types of experiences and

clients to which the student would be exposed. The Director of Field then makes a determination of the placement's suitability. The minimum selection criteria for practicum sites include a commitment to the following 9 criteria:

1. Contributing to the education of professional social workers,
2. The Andrews University Department of Social Work's mission, goals and, objectives for training professional social workers,
3. An agency-defined function of services to clients,
4. Making available individual, groups and, agency or community projects for student assignments,
5. Providing adequate personnel in terms of qualifications, instruction time and continuity,
6. Providing adequate office space, clerical aids, and, when possible, travel reimbursement for the student,
7. Participating in the student's research projects,
8. 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,
9. Providing 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.

They will also be evaluated by the Faculty Liaison using the *Liaison Assessment of Field Experience Form* at each liaison visit to the agency.

FIELD PRACTICUM STRUCTURE WITHIN THE AGENCY

Students are placed in a variety of settings consistent with the social work profession, the MSW Program's objectives and the University's mission. The program is designed to give each student foundation and subsequent advanced practicums concurrent with classroom instruction. Block placements are rare and must be approved by the Curriculum and Field Oversight Group. The Department of Social Work makes several requirements of students to enhance the field practicum learning process. The following requirements will be further explained in the text:

Basic Expectations for all Field Practicums:

- 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,

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 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.

1. 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.

2. Three to five ongoing individual cases per quarter 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.
3. 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.
4. 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.
5. 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.
6. Students should participate in professional groups such as: staff meetings, interdisciplinary team meetings, in-service training, case conference, etc.
7. Students must participate and take initiative in weekly supervision, including examination of professional practice with client systems, problem-solving and use of self.
8. Agencies should provide experience with termination and follow-up services in the community.
9. Students are to assess the agency's administrative structure and service delivery.

Second Year Field Practicum Expectations - MSW Marriage & Family Emphasis and Mental Health Emphasis

In the second year of field placement students are expected to fulfill a minimum of 50% of their field hours having 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 differing objectives of differing types of agencies the guidelines, intervention strategies and agency objectives may differ.

1. Preliminary orientation is expected to be completed by the second week of placement and caseload assignments are then to begin. Ongoing orientation may be incorporated into regular field placement hours.
2. There should be solution-focused treatment experience with clients throughout the year. The second year student is expected to apply case management skills, intrapersonal and interpersonal theories and solution-focused intervention strategies.
3. There should be advanced experience with family systems, recognizing that the term family may apply to a variety of familial structures and circumstances.
4. There should be treatment group experience. 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 as psychosocial, educational, support, socialization and advocacy, etc.
5. 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.
6. There should be experience in case conferences, in-service training, and/or staff meetings.
7. 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.
8. There should be experience with termination and follow-up services in the community.

Second Year Field Practicum Expectations-- Administration Emphasis

In the second year of field placement students are expected to fulfill a minimum of 50% of their field hours directly participating in the agency's administrative functions. The exact nature of these responsibilities will be determined by the agency's structure. The remaining hours may be spent in supervision, agency meetings, program development/evaluation, collaboration and documentation time.

The following are general expectations and guidelines for student activities:

1. Preliminary orientation is expected to be completed by the second week of placement. A comprehensive orientation to the agency is to include mission statement, organizational structure, funding auspices, staffing patterns and interaction with the community.
 2. Students are to participate in a variety of activities within the agency such as task forces, board meetings and program planning committees.
 3. Students should observe, and, when possible, participate in community, county or state level boards or committees related to the agency's services.
 4. Students should gain knowledge about the legislative and other decision-making processes that may impact agency funding and service delivery.
 5. Students should gain knowledge and skills in conceptualizing and writing grant proposals.
 6. Students must assess administrative structure, service delivery and organizational problem solving.
 7. Students must participate in agency activities related to personnel management functions, program evaluation, financial planning and staff development.
 8. Students should assume primary responsibility for developing and implementing a special project during the practicum.
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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 field objectives which are reflective of the course learning content that students apply and/or adapt in their classes. The faculty collaboratively determines experiential objectives that are applied in their classes and in field practicum. As integrative, visual symbolism, objectives applied in field are marked in each course syllabi with a heart. This helps both student and class instructor to readily identify the content that will again be applied in the real-life world of practice.

The program's educational outcomes provide the framework for this learning and include five performance categories for field practicum:

- Professionalism
- Assessment
- Practice Intervention
- Social Policy and Action
- Evaluation

4. Field Instructor Development. Included in this orientation is preparation to develop the individual student learning plan, an overview of the Department of Social Work Curriculum and its relationship to the Curriculum Policy Statement and the process for student evaluation.

TIME REQUIREMENTS

The BSW student and MSW-Foundation year student will complete 400 field hours for the first year and 500 field hours for the MSW second year for a total of 900 clock hours. The advanced placement student is expected to complete 600 field hours.

PROFESSIONAL EXPECTATIONS

	Expectation	Definition
1.	Commitment to Learning	The ability to identify needs and sources of learning and to continually seek new knowledge and understanding.
2.	Interpersonal Skill	The ability to interact effectively with varied and diverse audiences through speaking, body language, reading, writing and listening.
3.	Effective Use of Time and Resources	The ability to obtain maximum benefits from and evaluate appropriate investments of time and resources.
4.	Use of Constructive Feedback	The ability to identify sources of, seek out, effectively use, and provide feedback.
5.	Problem Solving Skill	The ability to recognize problems, question logically, analyze data, develop and implement solutions, and evaluate outcomes.
6.	Ethical Conduct	The ability to exhibit appropriate ethical conduct and to represent the profession effectively.
7.	Responsibility	The ability to self-assess, self-correct, and self-direct in order to fulfill commitments and to be accountable for actions and outcomes.
8.	Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

PROFESSIONAL EXPECTATIONS EVALUATION RUBRIC

	Expectation	Entry Level	Developing Level	Beginning Level
1.	Commitment to Learning	<p>Applies new information and Re-evaluates performance; Accepts that there may be More than one answer to a Problem; recognizes the need To and is able to verify Solutions to problems; reads Articles critically and Understands the limits of Application to professional Practice; researches and Studies areas where Knowledge base is lacking.</p>	<p>Prioritizes information needs; Analyzes and subdivides large Questions into components; Seeks out professional Literature; sets personal and Professional goals; identifies Own learning needs based on Previous experiences; plans And presents an in-service, or Research or case studies; Welcomes and/or seeks new Learning opportunities.</p>	<p>Identifies problems; Formulates appropriate Questions; identifies and Locates appropriate resources; Demonstrates a positive Attitude (motivation) toward Learning; offers own thoughts And ideas; identifies need for Further information.</p>
2.	Interpersonal Skill	<p>Works effectively with Challenges; responds Effectively to unexpected Experiences; talks about Difficult issues with sensitivity And objectivity; delegates to Others as needed; approaches Others to discuss differences In opinion; accommodates Differences in learning styles.</p>	<p>Recognizes impact of non-Verbal communication and Modifies accordingly; Assumes responsibility for Own actions; motivates others To achieve; establishes trust; Seeks to gain knowledge and Input from others; respects Role of support</p>	<p>Communicates with others in a Respectful, confident manner; Respects personal space of Others; demonstrates understanding Of basic English (verbal and Written): uses correct Grammar, accurate spelling And expression; writes legibly; Recognizes impact of non-Verbal communication: listens Actively; maintains eye Contact.</p>

		<p>Modifies communication (verbal and written) to meet Needs of different audiences;</p> <p>Presents verbal or written Messages with logical Organization and sequencing;</p> <p>Maintains open and Constructive communication;</p> <p>Utilizes communication Technology effectively;</p> <p>dictates Clearly and concisely.</p>	<p>staff.</p> <p>Utilizes non-verbal Communication to augment Verbal message;</p> <p>restates, Reflects and clarifies Message;</p>	
3.	Effective Use of Time and Resources	<p>Sets priorities and reorganizes When needed; has ability to say "no" performs multiple tasks Simultaneously and delegates When appropriate; uses Scheduled time efficiently</p>	<p>Sets up own schedule; Coordinates schedule with Others; demonstrates Flexibility; plans ahead.</p>	<p>Focuses on tasks at hand Without dwelling on past Mistakes; recognizes own Resource limitations; uses Existing resources effectively; Uses unscheduled time Efficiently; completes Assignments in timely fashion.</p>
4.	Use of Constructive Feedback	<p>Seeks feedback; reconciles Differences with sensitivity; Considers multiple approaches When responding to feedback.</p>	<p>Assesses own performance Accurately; utilizes feedback When establishing pre-Professional goals; provides Constructive and timely Feedback when establishing Pre-professional goals; Develops plan of action in</p>	<p>Demonstrates active listening Skills; actively seeks feedback And help; demonstrates a Positive attitude toward Feedback; critiques own Performance; maintains two-Way information.</p>

			Response to feedback.	
5.	Problem-Solving Skill	<p>Implements solutions; Reassesses solutions; Evaluates outcomes; updates Solutions to problems based On current research; accepts Responsibility for implementing Of solutions. Exhibits openness to Contradictory ideas; assess Issues raised by contradictory Ideas; justifies solutions Selected; determines Effectiveness of applied Solutions.</p>	<p>Prioritizes problems; identifies Contributors to problem; Considers consequences of Possible solutions; consults With others to clarify problem. Feels challenged to examine Ideas; understands scientific Method; formulates new Ideas; seeks alternative ideas; Formulates alternative Hypotheses; critiques Hypotheses and ideas.</p>	<p>Recognizes problems; states Problems clearly; describes Known solutions to problem; Identifies resources needed to Develop solutions; begins to Examine multiple solutions to Problems. Raises relevant questions; Considers all available Information; states the results Of scientific literature; Recognizes holes in Knowledge base; articulates Ideas.</p>
6.	Ethical Conduct	<p>Demonstrates accountability For decisions; discusses role of social work in social welfare service provision; keeps improvement of service to clients as priority.</p>	<p>Identifies positive professional Role models; discusses Societal expectations of the Profession;</p>	<p>Abides by the NASW Code of Ethics; demonstrates Awareness of state licensure Regulations; projects professional image; attends professional Meetings; demonstrates Honesty, compassion, Courage and continuous Regard for all.</p>
7.	Responsibility	<p>Encourages the Accountability of others.</p>	<p>Accepts responsibility for Actions and outcomes; Offers and accepts help; Completes projects without Prompting.</p>	<p>Demonstrates dependability; Demonstrates punctuality; Follows through on Commitments; recognizes Own limits.</p>

8.	Stress Management	Prioritizes multiple commitments; responds Calmly to urgent situation; Tolerates inconsistencies in Environment.	Maintains balance between Professional and personal life; Demonstrates effective Affective responses in all Situations; accepts Constructive feedback; Establishes outlets to cope With stressors.	Recognizes own stressors or Problems; recognizes distress Or problems in others; seeks Assistance as needed; Maintains professional Demeanor in all situations.
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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. Students will build upon their portfolios in each class. They will have similar assignments, but each will reflect their individual professional area of interest. Their 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.

PLACEMENT OF STUDENT AT CURRENT JOB LOCATION

It is possible for a student to be placed at the agency where he/she currently works, providing the educational experience includes substantial "new learning" of knowledge, values and skills. This learning must be reflected clearly in a detailed Learning Plan, integrating content specific, goal-oriented and clearly measurable objectives. When such a plan exists, the time spent in preparation, performing activities, supervision and evaluation is counted toward the required field hours. In all cases, the following items will be reviewed by the Director of Field Education:

- A. Change of supervisor,
- B. Change of primary work site,
- C. Change of primary work assignment,
- D. One-year placement.

Note: The above items are not necessarily mandated changes, but they must be satisfactorily explained to the University to ensure that the student is in a more advanced learning environment than his/her regular work setting.

ACADEMIC AND NON-ACADEMIC TERMINATION

A student may be terminated from the BSW or MSW Program if he/she has violated Andrews standards, professional standards and/or the NASW Code of Ethics. 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 (see **Attendance Policy**),
6. Inability to develop the interpersonal skills necessary for effective social work practice with clients and diverse populations; inability to establish and maintain functional and collegial relationships with fellow students, faculty members and field instructors,
7. Failure to demonstrate professional behavior,
8. 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.

ATTENDANCE POLICY

Students shall be evaluated academically and for professional competence. Professionalism will be assessed throughout the program. One such measure of professional performance is the student's attendance in class and in field.

Attendance demonstrates a commitment to one's colleagues, profession and university community. It also simulates a commitment to clients, the practice setting, the broader society and the profession of social work.

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 to the instructor's discretion. It is the student's responsibility to listen for such announcements.

STUDENT RIGHTS

Information on the University policies concerning confidentiality may be obtained from Andrews University Working Policy 3:231. Students may ask their faculty advisor or the office staff to see the Andrews University Working Policy. Please note that the Social Work Department is making every effort to have departmental information WEB accessible. If any student has a confidentiality issue and does not want information pertaining to them released in such a manner they must notify the Computer Lab Coordinator.

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:*

A faculty member or another student, the student should then discuss the matter with his/her advisor or the Student Advocate;

A Field Instructor or Faculty Liaison, because it is related to the student's field experience, it should then be shared with the Director of Field (if related to the student's field experience) or the Student Advocate;

An advisor, it should then be addressed with the Student Advocate. The Student Advocate is available to assist any student within the Department of Social Work who may have special concerns regarding their program. No one shall be penalized for seeking assistance from the Student Advocate and all information presented to him/her by persons seeking assistance shall be considered confidential.

If the problem continues to be unresolved, then the student should notify the department Chair, in writing, about the concern. The Chair will convene a meeting of the Student Services EMT. The student will receive a response from the meeting within two weeks. During the meeting of the Student Services EMT, the student may make any statements he/she wishes. Committee members may also make statements and ask questions relevant to the student's concern.

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.)

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.
- Behavioral-inappropriate conduct, respect issues, attitude or demeanor problems, unsafe boundaries, etc.
- Skills-lack of academic level social work knowledge, impaired assessment skills, inability to perform, inconsistent follow-through, etc.
- Academics- 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

Please note: 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 the team players together
- 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 one may not be assigned until remediation has taken place. An individual plan to correct the problem must be developed and may entail:

- A second evaluation by another field placement supervisor or faculty representative. This may be for a limited time (i.e. 40-100 hours) and 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, and the hours served during the unsuccessful placement may not be credited toward field placement required hours.

If a student is failing in more than one area, to complete the MSW degree, he/she must:

- Repeat the courses until successful, or
- Take the foundation-year coursework if unsuccessful in the Advanced program.

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 interventive 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. The 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. 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 student services committee for their recommendation.
 2. The field 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 field 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**