



FIELD MANUAL
INTRODUCTION: SOCIAL WORK DEPARTMENT

Foreword

The Social Work Department has prepared this manual to assist students, 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 the signature pedagogy 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.

DEPARTMENT COMPETENCIES	PRACTICE BEHAVIORS
1. Demonstrate Ethical and Professional Behavior	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.
2. Engage Diversity and Difference in Practice	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.
3. Advance Human Rights and Social, Economic, and Environmental Justice	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.
4. Engage in Practice-informed Research and Research-informed Practice	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.
5. Engage in Policy Practice	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.
6. Engage with Individuals, Families, Groups, Organizations, and Communities	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.
	7a. Collect and organize data, and apply thinking to interpret information from clients and constituencies.

7. Assess and Plan with Individuals, Families, Groups, and Communities	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.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	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.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	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.
10. Demonstrate a Christian Social Work Perspective	10a. Demonstrate respect for clients' spiritual paths.
	10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.
11. Apply trauma informed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and communities.	11a. Explain the bio-psycho-social and cultural factors related to trauma.
	11b. Demonstrate an understanding of historical trauma on a client's ability to survive and thrive in their environment.
	11c. Apply ethical and culturally sensitive trauma-informed perspectives with disadvantaged, marginalized groups and communities.
	11d. Conduct micro, mezzo and macro trauma informed assessments and interventions.
	11e. Utilize self-care strategies that support resiliency to address the impact of secondary trauma and vicarious traumatization.
	11f. Engage in self-reflection, supervision and/or counseling to address personal trauma history and self-regulation strategies.

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.

DEPARTMENT COMPETENCIES	ADVANCED PRACTICE BEHAVIORS
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1. Demonstrate Ethical and Professional Behavior	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.
2. Engage Diversity and Difference in Practice	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.
3. Advance Human Rights and Social, Economic, and Environmental Justice	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.
4. Engage in Practice-informed Research and Research-informed Practice	4d(A). Conduct advanced micro practice evaluation.
	4e(A). Conduct advanced macro practice evaluation.
5. Engage in Policy Practice	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.
6. Engage with Individuals, Families, Groups, Organizations, and Communities	6c(A). Demonstrate rapport-building skills in advanced practice settings.
7. Assess and Plan with Individuals, Families, Groups, and Communities	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.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	8h(A). Demonstrate advanced micro and/or macro planning skills.
	8i(A). Conduct cognitive-behavioral therapy.
	8j(A). Demonstrate supervision skills.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	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.
10. Demonstrate a Christian Social Work Perspective	10a. Demonstrate respect for clients' spiritual paths.
	10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.
11. Apply traumainformed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and communities.	11g(A) Demonstrate micro level trauma informed therapeutic interventions with individuals, groups, organizations and/or communities.

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.

ADMISSION TO FIELD

Students are required to be admitted to the social work program before beginning any field practicum work. Completion of the criteria for admission to the BSW and MSW program is outlined in the student handbook. Once they have been accepted into the program, students are eligible to begin their field practicum if they are have:

1. enrolled in or completed the co-requisite courses (BSW – SOWK401 & SOWK420; MSW first year – SOWK501 & SOWK510; MSW second year and Advanced Standing – SOWK601 & SOWK610)

2. Submitted a completed field application
3. Submitted a current resume
4. Completed a field interview with the Field Education Director

BSW & MSW Generalist 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 Generalist 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 tool that can be included in each students learning plan. The field instructor/task supervisor may use it each time the student is evaluated.

Assessment of Student Professionalism (ASP)

Student: _____

Term: _____

Date: _____

Course/Field Site: _____

Completed by: _____

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 may 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 0-2	Developing Level 3	Professional Level 4-5	Score
1	Professional behaviors/skills PB1b, 1c	<ol style="list-style-type: none"> 1. Recognizes need for punctuality and time management 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. 3. Describes appropriate use of technology 	<ol style="list-style-type: none"> 1. Reports need to be punctual and manage time effectively 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. 3. Understands appropriate use of technology 	<ol style="list-style-type: none"> 1. Shows consistent punctuality and time managements skills 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. 3. Uses technology appropriately (e.g.; i-pod, laptop, etc.) 	
2	Stress Management PB1g, 2c, 8c	<ol style="list-style-type: none"> 1. Recognizes own stressors 2. Identifies need for support system 3. Recognizes own strengths and limitations 	<ol style="list-style-type: none"> 1. Establishes outlets to cope with stressors 2. Develops a support system 3. Attempts to overcome limitations 	<ol style="list-style-type: none"> 1. Responds appropriately to urgent situations 2. Effectively uses support system 3. Functions effectively within the limitations of self and environment 	
3	Character and Virtue PB1a, 1b, 10a	<ol style="list-style-type: none"> 1. Recognizes importance of character and virtue in the context of personal life and professional practice 2. Recognizes that a life of service is an essential element of social work 3. Understands that there are unique Christian practice skills 	<ol style="list-style-type: none"> 1. Examines/grapples with character and virtue in the context of personal life and professional practice 2. Looks for opportunities to engage in self-sacrificing service 3. Articulates Christian practice skills and how to apply them 	<ol style="list-style-type: none"> 1. Demonstrates character and virtues in the personal life and professional practice 2. Willingly engages in service learning activities 3. Demonstrates Christian practice skills in professional settings, as appropriate 	
4	Commitment to Learning PB1f	<ol style="list-style-type: none"> 1. Identifies problems 2. Formulates appropriate questions 3. Identifies need for further information 	<ol style="list-style-type: none"> 1. Prioritizes information needs 2. Analyzes and subdivides large questions into components 	<ol style="list-style-type: none"> 1. Applies new information 2. Accepts that there may be more than one answer to a problem 	

		4. Understands need for a positive attitude	3. Seeks out professional literature 4. Explores own attitude toward learning	3. Reads articles critically and understands the limits of application to professional practice 4. Demonstrates a positive attitude toward learning	
5	Use of Constructive Feedback PB1e	1. Demonstrates active listening skills 2. Actively seeks feedback and help 3. Recognizes need for openness to feedback	1. Assesses own performance accurately 2. Considers multiple approaches when responding to feedback 3. Demonstrates a positive attitude toward feedback	1. Develops a plan of action in response to feedback 2. Utilizes feedback 3. Reconciles differences with sensitivity	
6	Ethical Conduct PB1a	1. Identifies own values 2. Identifies NASW Code of Ethics/Christian perspective	1. Examines own values as well as those of others 2. Grapples with Code of Ethics/Christian perspective	1. Reconciles differences between own values and those of others 2. Applies NASW Code of Ethics/Christian perspective	
7	Critical Thinking PB4b, 5c, 8c	1. Is able to identify multiple sources of knowledge, including research-based knowledge, and practice wisdom 2. Identifies models of assessment, prevention, intervention and evaluation	1. Is able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 2. Analyzes models of assessment, prevention, intervention, and evaluation	1. Is able to apply critical thinking in practice settings for the maximum benefit of clients 2. Applies critical thinking skills in the practice of assessment, prevention, intervention, and evaluation	
8	Interpersonal Skill PB1c	1. Uses correct grammar verbally (classroom/field presentations) 2. Writes (types) legibly using correct grammar and accurate spelling 3. Is knowledgeable of nonverbal communication cues 4. Communicates with and seeks input from others in a respectful, confident manner	1. Speaks with confidence 2. Presents written material with logical organization and sequencing 3. Recognizes impact of nonverbal communication and modifies accordingly 4. Motivates others to achieve; establishes trust; and is able to restate, reflect and clarify messages	1. Uses professional terminology appropriately 2. Writes at a level suitable for publication (e.g., APA style, etc.) 3. Incorporates nonverbal communication skills into practice 4. Talks about difficult issues with sensitivity and objectivity, assumes responsibility for own actions, and responds effectively to unexpected emergencies	
9	Problem Solving Skill PB1e, 4c, 7a, 8c, 9a	1. Recognizes and clearly states problems 2. Begins to examine multiple solutions to problems and identifies potential resources 3. Knows how to search literature for most current information	1. Prioritizes problems 2. Considers consequences of possible solutions to problems 3. Articulates and critiques hypotheses and ideas	1. Consults with others to clarify problems 2. Accepts responsibility for implementation of solution 3. Determines effectiveness of applied solutions	
10	Diversity and Difference PB2a - f	1. Is aware of when advocacy for diverse client(s) is needed 2. Recognizes the extent to which a culture's structures & values may oppress & marginalize 3. Gains awareness of personal biases with different/diverse groups 4. Interacts with different/diverse groups but does not learn from them	1. Is aware of resources and how to advocate for diverse clients 2. Advocate for clients when they experience oppression and marginalization 3. Following one's awareness, responds to the needs & advocate for different/diverse groups 4. Recognizes different/diverse groups and the need to learn from them	1. Advocates for diverse client(s) access to social work services 2. Advocates and intervenes for clients when they experience oppression and marginalization 3. Gains sufficient self-awareness to eliminate the influence of personal biases with different/diverse groups 4. Views self as learner and engage with different/diverse groups as informants	

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 centralized 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.

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. Liaison visits for BSW and first year MSW students should occur after they have accumulated around 150 and 350 hours. For second year MSW students, the Liaison visit should occur after they have accumulated 200 and 450 hours. For Advanced Standing students liaison visits should occur after accumulating 150, 300, and 550 hours. 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 Faculty 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
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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 must be performed by an MSW professional who has graduated from a CSWE accredited social work program and has at least a minimum of two-years post MSW experience.

The Task Supervisor does not need an 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). 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.

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:

- Secure their placement(s) in consultation with the Director of Field Education
- Develop and submit individualized learning plans 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*.

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
- Prove 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.

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.
 - 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.
 - 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

- This request must be submitted to both the Task Supervisor/Field Instructor **and** the Director of Field Education
- 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!
- 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 lose **all** completed hours.

Generalist Field Practicum Expectations - BSW & MSW Foundation Year

During the generalist field practicum, the senior year for BSW students or the first year for 2-year MSW program, 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 engaging, assessing and planning, and intervening. 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 (or around 100 hours). 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.

Advanced Generalist Field Practicum Expectations - MSW Advanced Standing and Standing Plus

During the advanced generalist field placement, students are expected to fulfill a minimum of 50% of their field hours in direct advanced practice with clients. Direct advanced practice is defined as the student's having advanced direct service contact with clients engaging, assessing and planning, and intervening. The remaining hours may be spent in supervision, agency meetings, community agency networking, collaboration, documentation and other indirect advanced generalist 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 advanced intervention (i.e. CBT, strengths perspective) experience with clients throughout the year. The second year student is expected to apply case management skills, intrapersonal and interpersonal theories, and advanced intervention 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.
-

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). Prior to the liaison visit, students submit a completed learning plan accumulating 150 and 350 hours for BSW and first year MSW students. Second year MSW submit a completed learning plan after accumulating 200 and 450 hours. Advanced Standing students submit a completed learning plan after accumulating 150, 300, and 550 hours.

4. Field Instructor Development. All new field instructors are provided orientation which includes an overview of the department, field manual, learning plans, and other salient topics.

TIME REQUIREMENTS

The BSW student and MSW-Foundation year student must complete 400 field hours (2 learning plans). MSW second year students must complete 500 field hours (2 learning plans) for a total of 900 field hours during the MSW program. The advanced standing student is expected to complete 600 hours (3 learning plans).

STUDENT PORTFOLIO

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 defend their portfolios at the end of their respective degrees. The portfolio defense will not be scheduled until the student has completed 2/3 of their required field hours. Field Instructors are invited to the defense session.

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.*

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 demonstrate practice skills and 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.

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.)

DISPUTE OR CONFLICT RESOLUTION

The Department of Social Work recruits high-quality social work supervisors and is confident in their individual abilities to model, teach, and evaluate the skills of the (foundation and advanced year) social work students. Field Instructors are expected to effectively contribute to the learning environment of the students assigned to their facilities. The Department is supportive of the efforts of our agency partners, field instructors, and task supervisors and value their assessment. When addressing any challenges/issues, we are 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)

In some cases, a dispute or conflict may arise that threatens the performance or productivity of the student, field instructor, and/or agency. The following steps to be taken should include, but are not limited to:

- Supervisor and student acknowledge, discuss, and document the issue(s) and potential solutions
- Faculty liaison is notified in writing of the issue and any proposed solutions
- Faculty liaison informs the Director of Field
- Supervisor or Faculty Liaison completes an ASP for student performance issues
- Student completes a self-assessment

CHANGES TO ASSIGNED FIELD PLACEMENT SITE

Sometimes circumstances or issues arise which directly or indirectly affect a student's field practicum. Occasionally, these circumstances or issues may require changing a student's assigned field practicum site. Either the student or the field instructor may initiate a change to the assigned practicum site. Prior to requesting a change, reasonable efforts should be made by the field instructor and student to resolve the issues. Any request to change the assigned practicum site must be approved by the Director of Field Education. More than one change in assigned Field Placement due to student performance issues is not allowed.

A change in the assigned practicum site may be considered for the following reasons:

- Agency capacity issues—i.e., lack of student office space, lack of clients, insufficient supervisory time, loss of a practicum instructor due to illness or job change
- Inadequate learning experience—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
- Unanticipated changes at the agency—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
- Student performance issues (requires an ASP)

- Student has a personal unforeseen/unavoidable issue or major personal crisis (i.e. edical emergency)

Procedure for Requesting a Change in Practicum Placement

Student and Field Instructor first work to resolve issues as described in the “Dispute Resolution” section of this Field Manual. If the issues do not change or improve, the following steps will be taken:

1. Notify the faculty liaison of any issues and explore potential solutions
2. If a solution is not found within the agency a disruption notification form must be completed and submitted to the faculty liaison that briefly describes the issues and steps taken to resolve the issues
3. The faculty liaison and Director of Field Education will review the situation and make a final determination and notify the student and field instructor in writing
4. The completed learning plan, time sheets, and liaison form must be submitted for all hours accrued by the student

Procedure for Reassignment

Students are eligible for reassignment when placement changes are necessary for the following reasons: agency capacity issues, inadequate learning experience, and/or unanticipated changes at the agency. When student academic and/or performance issues result in a disruption to their assigned field practicum site, a new practicum placement may **not** be arranged until:

- The ASP, learning plan, and liaison form for all hours accrued by the student have been reviewed and approved by the Field Instructor and submitted to the Faculty Liaison
- Completed student self-assessment has been submitted to the Director of Field Education
- Coursework in the area(s) of deficit (which may include repetition of foundation level courses) to ensure the knowledge base has been completed.
- The department has determined the student is eligible for reassignment following the review of the: ASP (completed by both the student and Field Instructor), and academic performance
- A remediation plan, using the Internship Remediation Plan document outlining specific goals/competencies to be reached/demonstrated has been developed in consultation with the student, faculty liaison, and the Director of Field Education

Remediation Plan

A remediation plan is required when a change in the assigned placement has been requested because of unsatisfactory student performance and the ASP score is below 30. This may be

evidenced as early as the first few days or weeks of placement or at any time throughout the placement. The four categories of student performance to be considered include:

- “Professionalism” which includes lack of punctuality, irregular attendance, inappropriate appearance and/or hygiene, unprofessional relationship skills, etc.
- “Behavior” including inappropriate conduct (as outlined by agency guidelines and/or feedback from field instructor), disrespectful comments or behaviors, uncooperative attitude and/or demeanor, or inappropriate boundaries with clients and/or staff
- “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 course

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.**

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.

APPENDICES

Appendix A

- Time Log
- Generalist Learning Plan (BSW & MSW First Year)
- Advanced Learning Plan
- Student Practicum Agreement

Appendix B

- Liaison Visit Form

Appendix C

- Field Instructor Evaluation

Appendix D

- Generalist Intervention Model Overview
- Human Behavior Theories

Appendix E

- Field Placement Agreement

Appendix F

- NASW Code of Ethics Summary

Appendix G

- Disruption Notification

Appendix H

- Consent for Treatment

Appendix A: Field Learning Plan, Hours, Agreement [Future GA will do]



Monthly Practicum TIME LOG

Student Name: _____

Month: _____

ID Number: _____

Status: BSW ☐ MSW1 ☐ MSW2/AS ☐

Agency Name: _____

Field Instructor: _____


Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Totals
Period Total								

I certify the hours reported herein are accurate and the student has received supervision.

Employee signature: _____ Date: _____

Field Instructor signature: _____ Date: _____

BSW/MSW First Year Learning Plan

 School of Social Work "Preparing individuals for excellence during a lifetime of professional service and Christian compassion in action"	Field Education Learning Plan BSW / MSW 1 st Year Practice Behaviors and Activities (400 hours)	Student Name
		LP 1 <input type="checkbox"/> LP 2 <input type="checkbox"/>

A Learning Plan (LP) must be submitted for **each 200 hours** of field experience (for a **total of 2** Learning Plans).

Field Experience activities must include: professional practice with individuals, families, groups, communities, research, and policy.

Failure to submit a Learning Plan WILL result in student not earning a passing grade for that section of field (SOWK 435/SOWK 535).

To receive a "**Satisfactory**" grade, student must accumulate points within the range stated in the table below:

	BSW Field Experience Targets	MSW 1 st Year Field Experience Targets
	LP #1 @ 200 hrs = 115 - 161 points	LP #1 @ 200 hrs = 138 - 182 points
	LP # 2 @ 400 hrs = 161 - 230 points	LP # 2 @ 400 hrs = 184 - 230 points

Field Instructor /Task Supervisor	Name of Agency	Faculty Liaison	Date Learning Plan was submitted
♦ Describe student's primary activities during internship:			

(5) Fully Competent	(4) Mostly Competent	(3) Moderately Competent	(2) Minimally Competent	(1) Not Competent
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Student demonstrates each activity with confidence and displays a firm grasp of pertinent concepts and how to appropriately apply learning.	Student demonstrates each activity and is able to communicate how classroom learning is effectively applied.	Student demonstrates each skill and may be unsure of how subtle gradations learned in class are applied in field.	Student understands the skill and is inconsistent in completing the activity.	Student displays a lack of understanding of skills.
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	Using the following evaluation scale, please identify specific assignments / activities that encompass the practice behaviors (PBs) listed on the left. (5) Fully Competent; (4) Mostly Competent; (3) Moderately Competent; (2) Minimally Competent; (1) Not Competent	Score
Competency #1: Demonstrate Ethical and Professional Behavior		
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.		
Competency #2: Engage Diversity and Difference in Practice		
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.		
Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice		
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. ♦		
Competency #4: Engage in Practice-informed Research and Research-informed Practice		
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. ♦		
Competency #5: Engage in Policy Practice		
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. ♦		
Competency # 6: Engage with Individuals, Families, Groups, Organizations and Communities		
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. ♦		
Competency #7: Assess and Plan with Individuals, Families, Groups, Organizations, and Communities		
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. ♦		
Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities		
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.		
Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		
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.		
Competency #10: Demonstrate a Christian Social Work Perspective		
10a. Demonstrate respect for clients' spiritual paths. ♦		
10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.		
Competency #11: Apply trauma informed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and communities.		
11a. Explain the bio-psycho-social and cultural factors related to trauma. (CT, EJ)		
11b. Demonstrate an understanding of historical trauma on a client's ability to survive and thrive in their environment. (CT, EJ)		
11c. Apply ethical and culturally sensitive trauma-informed perspectives with disadvantaged, marginalized groups and communities. (CT, EJ)		

11d Conduct micro, mezzo and macro trauma informed assessments and interventions. (CT,EJ)		
11e Utilize self-care strategies that support resiliency to address the impact of secondary trauma and vicarious traumatization. (CT, AR, EJ)		
11f Engage in self-reflection, supervision and/or counseling to address personal trauma history and self-regulation strategies. (CT, AR, EJ)		

TOTAL POINTS: _____

Students Self Evaluation Summary

Semester: Fall <input type="checkbox"/> Spr <input type="checkbox"/> Su <input type="checkbox"/> Academic Year:	Performance: Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	Total Hours Completed:
--	---	-------------------------------

Strengths:
Areas for Improvement:
Changes in the Agency or Other Pertinent Information that may have affected the educational experiences:


Field Instructor's Evaluation Summary

Semester: Fall <input type="checkbox"/> Spr <input type="checkbox"/> Su <input type="checkbox"/> Academic Year:	Performance: Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	Total Hours Completed:
--	---	-------------------------------

Student Strengths:
Areas for Improvement:
Changes in the Agency or Other Pertinent Information that may have affected the educational experiences:

Field Instructor's Signature:	Student's Signature:

MSW Second Year/Advanced Standing Learning Plan

 School of Social Work "Preparing individuals for excellence during a lifetime of professional service and Christian compassion in action"	Social Work Field Education Learning Plan MSW 2nd Year or MSW Advanced Standing (AS) Practice Behaviors and Activities (500 or 600 hours)	Student Name
		LP 1 <input type="checkbox"/> LP 2 <input type="checkbox"/> LP 3(AS) <input type="checkbox"/>

A Learning Plan (LP) must be submitted for **each 200 hours** of field (if MSW 2nd year student, submit LP for each 250 hours completed).
 To receive a “**Satisfactory**” grade, student must accumulate points within the range stated below:

“Grading Criteria” for LPs:	MSW 2 nd year = total of 2 LPs	MSW Advanced Standing = total of 3 LPs
	Learning Plan #1 @ 250 hrs = 42 – 82 points Learning Plan # 2 @ 500 hrs = 84 – 105 points	Learning Plan #1 @ 200 hrs = 42 – 62 points Learning Plan #2 @ 400 hrs = 63 – 83 points Learning Plan # 3 @ 600 hrs = 84 – 105 points

<input type="checkbox"/> Field Instructor / <input type="checkbox"/> Task Supervisor	Name of Agency	Faculty Liaison	Date Learning Plan was submitted

(5) Fully Competent	(4) Mostly Competent	(3) Moderately Competent	(2) Minimally Competent	(1) Not Competent
---------------------	----------------------	--------------------------	-------------------------	-------------------

Student demonstrates each activity with confidence and displays a firm grasp of pertinent concepts and how to appropriately apply learning.	Student demonstrates each activity and is able to communicate how classroom learning is effectively applied.	Student demonstrates each skill and may be unsure of how subtle gradations learned in class are applied in field.	Student understands the skill and is inconsistent in completing the activity.	Student displays a lack of understanding of skills.
---	--	---	---	---

Using the following evaluation scale, please identify specific assignments / activities that encompass the practice behaviors (PBs) listed on the left. (5) Fully Competent; (4) Mostly Competent; (3) Moderately Competent; (2) Minimally Competent; (1) Not Competent		Evaluation
Competency #1: Demonstrate Ethical and Professional Behavior		
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.		
Competency #2: Engage Diversity and Difference in Practice		
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.		
Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice		
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.		
Competency #4: Engage in Practice-informed Research and Research-informed Practice		

4d(A). Conduct advanced micro practice evaluation.		
4e(A). Conduct advanced macro practice evaluation.		
Competency #5: Engage in Policy Practice		
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.		
Competency # 6: Engage with Individuals, Families, Groups, Organizations and Communities		
6c(A). Demonstrate rapport-building skills in advanced practice settings.		
Competency #7: Assess and Plan with Individuals, Families, Groups, Organizations, and Communities		
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.		
Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities		
8h(A). Demonstrate advanced micro and/or macro planning skills.		
8i(A). Conduct cognitive-behavioral therapy.		
8j(A). Demonstrate supervision skills.		
Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		
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.		
Competency #10: Demonstrate a Christian Social Work Perspective		

10a. Demonstrate respect for clients' spiritual paths.		
10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.		
Competency #11: Apply trauma informed perspective when assessing and intervening in practice with individuals, families, groups, organizations, and communities.		
11g(A) Demonstrate micro level trauma informed therapeutic interventions with individuals, groups, organizations and/or communities.		

TOTAL POINTS: _____

Students Evaluation Summary:

Semester: Fall <input type="checkbox"/> Spr <input type="checkbox"/> Academic Year:	Suggested Grade: Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> <input type="checkbox"/>	Total Hours Completed:
--	---	-------------------------------

Student's Strengths:
Use as much space as necessary
Areas for Student Improvement:
Use as much space as necessary
Changes in the Agency or Other Pertinent Information that may have affected the student's educational experiences:
Use as much space as necessary

Field Instructor's Evaluation Summary:

Semester: Fall <input type="checkbox"/> Spr <input type="checkbox"/> Academic Year:	Suggested Grade: Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> <input type="checkbox"/>	Total Hours Completed:
--	---	-------------------------------

Student's Strengths:	
Use as much space as necessary	
Areas for Student Improvement:	
Use as much space as necessary	
Changes in the Agency or Other Pertinent Information that may have affected the student's educational experiences:	
Use as much space as necessary	
Field Instructor's Signature:	Student's Signature:

Student Practicum Agreement

This form must be completed by the student and submitted to the following entities: **AU Social Work Field Office** and **Agency/Internship Site** **WITHIN ONE WEEK AFTER FIELD PLACEMENT BEGINS**. If there are any changes or updates to field practicum agreement, the student is responsible for the re-submittal of this form.

DATE: _____

STUDENT INFORMATION:

Student's Name: _____ ☐ Generalist Practice ☐ Advanced Practice
Phone number: _____ Email address: _____
Emergency contact: _____ Phone number: _____

*****Student Policy:** Do you possess health insurance either through the University or an employer/individual policy.
☐ Yes ☐ No

AGENCY INFORMATION:

Agency Name: _____
Agency Address: _____

(1) Agency Field Instructor: _____ Phone number: _____
Agency Field Instructor's email: _____

(2) Agency Task Supervisor: _____ Phone number: _____
Agency Task Supervisor's email: _____

(3) AU Faculty Liaison: _____ Email: _____

(4) Contact person in case of Field Instructor's absence: _____

*****Agency Policy:** Has the student reviewed the agency policy manual? ☐ Yes ☐ No

FIELD PRACTICUM Details:

Placement start date: _____ Placement End Date: _____ Supervision Day: _____
Employment Based Internship: Yes ☐ No ☐

Internship schedule (tentative)

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
Hours							

Field Instructor Signature: _____
Faculty Liaison Signature: _____

Date: _____
Date: _____

Appendix B: Faculty Liaison Field Forms

Liaison Visit Form

Agency: Click or tap here to enter text.
Visit: Choose an item.

Date: Click or tap to enter a date.

Field Instructor: Click or tap here to enter text.

Task Supervisor: Click or tap here to enter text.

Student: Click or tap here to enter text.

Faculty Liaison: Choose an item.

First Visit

- ☐ Field instructor has completed training. If not, ensure the field instructor knows how to access the Field Manual on-line
- ☐ Field instructor resume is on file. If not, ask Field Instructor to email resume to sowkfield@andrews.edu
- ☐ Review Learning Plan

Final Visit

- ☐ Discuss overall AU SOWK Department and agency interaction
- ☐ Verify agency's ability/willingness to continue hosting students

Learning Plan Review:

- ☐ Learning Plan activities are clearly linked to objectives
- ☐ The student has an adequate range of activities with diverse clients/systems
- ☐ Activities seem congruent to the level of the student

Feedback on Learning Plan & Field Program:

Student:

- | | |
|---|--|
| <input type="checkbox"/> Demonstrates punctuality and good attendance | <input type="checkbox"/> Demonstrates appropriate professional boundaries and interpersonal skills |
| <input type="checkbox"/> Maintains professional appearance and demeanor | <input type="checkbox"/> Adheres to NASW Code of Ethics |

- ☐ Develops and satisfactorily completes an individualized biannual Learning Plan in collaboration with the field instructor

- ☐ Prepares for an actively participates in weekly supervision

Comments regarding Student Performance:

Click or tap here to enter text.

Field Instructor:

- ☐ Assigns tasks to meet the student's educational needs
- ☐ Advocates for access to agency resources and learning experiences
- ☐ Provides one hour of formal weekly supervision
- ☐ Provides ongoing feedback to the student about his/her practicum performance
- ☐ Provides opportunities for students to practice GIM skills at individual, family, group, organization and community level

Comments regarding Field Instructor Effectiveness:

Click or tap here to enter text.

Agency Provides:

- ☐ A two-year MSW field instructor or task supervisor
- ☐ A qualified field instructor/task supervisor who has sufficient time and resources to develop the student's learning experience
- ☐ Practice experiences as defined in the student's Learning Plan
- ☐ Adequate office space, clerical and technical support

Describe any changes or developments that may influence the student's field experience.

Appendix C: Evaluation Links (Field Instructor Evaluation)

Field Instructor Evaluation of Social Work Field Program

Thank you for your continued partnership! Your investment in our students is a critical part of their education and professional development. For this reason, we value your input and are asking for you to provide constructive feedback about your recent experience with our social work field program. Your feedback will help us support you in your supervisory role and strengthen the overall field program. The survey should take no more than ____ minutes to complete.

Date: _____	
Field Instructor Name: _____	Title: _____
Email: _____	Phone: _____
Agency Name: _____	
Agency Contact Name (if different): _____	Title: _____
Email address: _____	Phone: _____

I have submitted my resume to the social work field program within the past 12 months.

☐ Yes ☐ No (please submit to sowkfield@andrews.edu)

Please respond to the following statements about the social work field program. Thank you!

	1 – strongly disagree	2 – somewhat disagree	3 - agree	4 – somewhat agree	5 – strongly agree	N/A – not applicable
1. The expectations and requirements for supervising my intern and for providing field instruction were clear and understandable.	1	2	3	4	5	N/A
2. My intern was academically prepared for entry into the field practicum and demonstrated professional conduct.	1	2	3	4	5	N/A
3. The level of orientation/training provided by the social work program was satisfactory in preparation for my role as an agency field instructor.	1	2	3	4	5	N/A
4. The level of overall involvement with the social work faculty liaison was sufficient and helpful to me in my supervisory role.	1	2	3	4	5	N/A
Feedback/suggestions:						

FI Eval, cont.

Have you ever supervised social work students for other universities?

☐ Yes ☐ No

In terms of overall responsiveness to your needs as a field instructor, how does Andrews University Department of Social Work compare with other schools?

☐ more responsive ☐ about as responsive ☐ not as responsive ☐ N/A

Please respond to the following questions about training. Thank you!

1 – strongly disagree 2 – somewhat disagree 3 - agree 4 – somewhat agree 5 – strongly agree N/A – not applicable

1. I am more likely to participate in face-to-face training.	1	2	3	4	5	N/A
2. I am more likely to do self-paced on-line training.	1	2	3	4	5	N/A
3. I am more likely to participate in live on-line training.	1	2	3	4	5	N/A
4. I would attend additional advanced training to improve my field instruction.	1	2	3	4	5	N/A
5. I have expertise as a field instructor that I am willing to share with other field instructors.	1	2	3	4	5	N/A
Feedback/suggestions:						

Appendix D: Field Instructor Resources [TES will do]

Generalist Intervention Model (GIM)

Engagement

Greet the client

Demonstrate effective attending skills

- Listen carefully
- Make eye contact (*aware of cultural differences*)
- Focus on client thoughts and feelings (*use open ended questions*)
- Use silence as necessary
- Take notes of information you are unlikely to remember

Discuss agency services and client expectations

Decide if the agency and worker can help

Offer agency and worker services to the client

Orient the client to the helping process

- Client needs to know the rules and conditions
- Negotiate with clients as to frequency of sessions, time and place, and total number of sessions.

Complete required paperwork

Assessment

(*Acquire an understanding of a problem or issue, what causes it, and what can be changed to minimize or resolve it*) Note: Common tool used: DSM

- Articulate a clear statement of the need, problem, or situation
- Recognize the strengths, assets, skills, and abilities of clients
- Formulate a clear description of the client system
- Understand the client system's interactions with other systems
- Identify any missing information that is important
- Put all the information together

Planning

- Work with the client
- Prioritize problems
- Translate problems into needs
- Evaluate levels of intervention for each need
- Establish goals
- Specify objectives
- Specify action steps
- Formalize a contract

Implementation

- Follow plan
- Monitor progress
- Revise plan (*when necessary*)
- Complete plan (*to greatest extent possible*)

Evaluation (choose one)

- Single subject design
- Goal attainment scaling
- Task – Achievement scaling
- Client satisfaction questionnaire
- Target-problem scaling

Termination

- Decide when to terminate
- Evaluate achievement of objective
- Maintain and continue progress
- Resolve emotional reactions of the worker and client
- Make appropriate referrals

Follow-up

- Actively represent the consumer
- Discuss problems
- Straighten out difficulties
- Prepare the consumer

Items to include for the final:

Written contract

Written evaluation (statement saying why it's the best evaluation to use)

Written documentation on the client

Human Behavior Theories

Perspective	Systems Theory Macro-Normative	Conflict Theories Macro (meso)-Interpretive	Theories of Empowerment Meso-Interpretive (bridging)
Main Summary of Theory	<ul style="list-style-type: none"> • Focus on inter-relatedness of people and their environments as well as their interactions with and adaptations to each other • Develop a holistic and relational view of people and their environments • Enhance our understanding of the contextual nature of human behavior 	<ul style="list-style-type: none"> • Focus on conflict and inequality between persons, ideas, groups, social classes, communities, and larger social structures • Help understand power structures and power disparities • Useful in formulating assessments involving oppression and vulnerability and in guiding macro-level policy and practice 	<ul style="list-style-type: none"> • Help understand social stratification and oppression • Identify the personal and political barriers and dynamics that maintain oppression • Offer value frameworks for promoting human empowerment and liberation • Identify practical strategies for overcoming oppression and achieving social justice • Build on people's strengths, resiliency, and resources
Variations of the Theory	<ul style="list-style-type: none"> • Structural functionalism • Ecological perspective • Dynamic systems theory (general systems theory) • Deep ecology • Ecofeminism 	<ul style="list-style-type: none"> • World systems theory • Contemporary economic Marxism • Monopoly Capitalism • Competitive Capitalism • Conduit Capitalism 	<ul style="list-style-type: none"> • Feminist theory • Feminist standpoint theory • Lesbian and gay empowerment theories • Social work empowerment theories
Difference or Uniqueness of the Theory	<ul style="list-style-type: none"> • Social systems attempt to protect their survival through adaptation and self-preservation like a biological system (organicism) • People and their environments are involved in a process of continual adaptation to one another and must be viewed holistically 	<ul style="list-style-type: none"> • Conflict is seen as a fact of social life as a natural process in society • Change rather than stability is the Norm • Conflict theory sees coercion, constraint, and domination are the "glue" that hold society together 	<p>Encourages social action</p> <ul style="list-style-type: none"> • Recognizes that social problems arise as a result of the failure of society • Don't blame victims but see problems as failures of society • Empower people to make changes for themselves • Strength based • Emphasis is on process than on outcome
What it helps explain and/or predict	<ul style="list-style-type: none"> • Better at description and explanation than prediction of behavior • Explain how all system levels can interact and intervene one another 	<ul style="list-style-type: none"> • Better at explanation than prediction 	<ul style="list-style-type: none"> • Better at explanation than prediction • Helps identify barriers for oppressed population • Helps explain why certain people are oppressed in society

Empirical Evidence	<ul style="list-style-type: none"> • Few empirical studies in ecosystems perspective 	<ul style="list-style-type: none"> • Difficult to test in practice 	<ul style="list-style-type: none"> • Few empirical studies • Difficult to test (abstract)
Consistency with current Social Work values, ethics, and practices	<ul style="list-style-type: none"> • Can be applied to use with families with diverse characteristics such as ethnicity, sexual orientation, etc. • Newer theories can lead to innovations in social work practice that will encompass both personal and social advocacy and a broader vision of social justice 	<ul style="list-style-type: none"> • Provide models for assessment and intervention • Useful in gaining a better understanding of the alienation of individuals, groups, and communities • Help social works prepare to handle the shift from a stable situation to a conflict one 	<ul style="list-style-type: none"> • Highly consistent with social work values because it builds on our commitment to work for justice, especially on behalf of marginalized and oppressed people • Strongly supports a strengths perspective • Especially relevant in issues of diversity
Pros of Theory	<ul style="list-style-type: none"> • Moves away from medical model • Relevant to social work values focusing on the full range of human system levels • Has led to innovations in social work practice 	<ul style="list-style-type: none"> • Can be used to conceptualize interventions in community-based practice • Helps social workers understand the complexity of client problems • Focuses on how power can be misused to create inequality and to disenfranchise clients 	<ul style="list-style-type: none"> • Useful in describing and explaining dynamics of power and particular situations of oppression and liberation • Focuses on issues that are deemed important by oppressed groups
Cons of Theory	<ul style="list-style-type: none"> • Often described as metatheories, which leads to problems with measurement, poorly defined concepts, and a high level of abstraction • Better at description and explanation than prediction of behavior • Few empirical studies • Highly abstract 	<ul style="list-style-type: none"> • Focus more on the macro level than the micro level • Biological factors are ignored • Interventions based on conflict can be difficult to carry out • Can be difficult to define and empirically test constructs 	<ul style="list-style-type: none"> • Biological factors in human development are largely ignored • Spiritual development is not directly addressed. But churches may be recognized as community support systems

Appendix E: Field Placement Agreement

FIELD PLACEMENT AGREEMENT

THIS AGREEMENT, made and entered into by and between Andrews University, a Michigan nonprofit educational corporation of Berrien Springs, Michigan, hereinafter referred to as the “University” and _____ of _____ herein after referred to as the “Agency,”
witnesseth:

WHEREAS the University is conducting social work educational programs in Berrien Springs, Michigan, requiring field educational agencies for the purpose of providing field experience to its students, and

WHEREAS the Agency recognizes the need for and desires to aid in social work education and is willing to make its facilities available to the University’s social work students for such purposes.

NOW THEREFORE in consideration of the mutual covenants continued herein, the parties here do agree as follows:

I. THE AGENCY AND THE UNIVERSITY MUTUALLY AGREE:

1. To establish, in advance, the number of students who will participate in the field education program and the length of the respective field experiences.
2. To appoint an agency field instructor to be responsible for the field education. There will be an Agency field instructor with a Masters of Social Work degree and with two years of experience who will provide weekly supervision (for MSW students) or an approved related professional cleared by the Director of Field (BSW only). A task supervisor may oversee the daily tasks of the student(s). The MSW field instructor is ultimately responsible for the educational experience.
3. That each student shall comply with the Agency’s policies and procedures including policies on confidentiality of patient information. The Agency reserves the right to refuse access to and/ or remove from its field areas any student who does not meet the Agency’s standards and policies. No action will be taken by the Agency until the grievance against the student has been discussed with the University’s Director of Field unless the student’s behavior poses an immediate threat to the effective delivery of social work services to the Agency’s clients.
4. To remain responsible for the acts of their respective employees and agents.
5. To notify the other party if one party becomes aware of a claim asserted by any person which arises out of or appears to arise out of this agreement, or any activity carried out under this agreement.
6. That the Agency maintains administrative and professional supervision of University students insofar as their presence effects the Agency’s operation and the direct or indirect care of the Agency’s clients.
7. That the parties will not discriminate on the basis of race, color, sex, creed, age, disability, marital status, height, weight or national origin regarding the student’s

educational or field experience.

8. That University students and faculty are not the agents, representatives or employees of the Agency and will not represent themselves as such.
9. The University agrees to indemnify and save harmless the Agency and its agents and employees from any liability or damages the Agency may suffer as a result of claims, costs or judgments, including reasonable attorney's fees, against it arising out of acts or omissions of the University.
10. The Agency agrees to indemnify and save harmless the University and its agents and employees from any liability or damages the University may suffer as result of claims, cost or judgments, including reasonable attorney's fees, against it arising out of acts or omissions of the Agency in operating the field program covered by this agreement. The Agency agrees to give the University notice in writing within thirty (30) days of any claim made against it on the obligations covered hereby.
11. That the Agency shall remain solely responsible for the client.
12. That each party shall carry professional liability or self-insurance with minimum liability limits of \$1 million per claim and \$3 million for suits and claims that may be asserted for any professional liability claim arising out of any service rendered pursuant to the agreement. Each party shall, upon request, furnish the other party with evidence of such coverage.
13. That students will be responsible for all personal expenses including meals, lodging and transportation unless provided by the Agency.
14. Modification of any term or provision of this agreement will not be effective unless in writing with the same degree of formality as this agreement. The failure of either party to insist upon strict performance of any of the provisions of this agreement shall constitute waiver of this provision only and not of the entire agreement.

II. RESPONSIBILITIES OF THE AGENCY:

In addition to other provisions in this agreement, the Agency specifically agrees as follows:

1. To provide a two-year post-MSW Field Instructor(s) or task supervisor(s).
2. To provide a qualified field instructor who has sufficient time and resources to develop the student's learning experiences.
3. To provide practice experiences as defined in the student's learning plan.
4. To provide student access to a broad range of experiences including individual, family, group, organization, and community.
5. To provide adequate office space, clerical support, and when possible, travel reimbursement for the student in conjunction with work responsibilities.

6. To provide access to technical support and information for students' agency-based research projects.
7. To arrange for emergency medical care for student, at the student's expense.
8. To inform the student of the agency's policies regarding dress and appearance.

III. RESPONSIBILITIES OF THE UNIVERSITY:

In addition to other provisions in this agreement, the University specifically agrees as follows:

1. To match student's interests/abilities with an appropriate practice setting.
2. To coordinate training and orientation.
3. To assign faculty liaison to agencies.
4. To mediate concerns and problems related to practicum instruction.
5. To foster a collaborative climate with the agency.
6. To provide objectives and guidelines that direct the field experience
7. To ensure that students possess health insurance through either the University or an individualized policy.

IV. TERM AND TERMINATION:

This agreement will be effective as of the date signed by both parties and will continue in effect until terminated upon written notice by either party. The notice of termination required by this clause shall be sent by certified or registered mail.

IN WITNESS WHEREOF, the parties have executed this agreement and warrant that they are officially authorized to so execute for their respective parties of this agreement.

For the Agency:

For the University:

ANDREWS UNIVERSITY

Signature

Signatory: _____
Title: _____
Date: _____

Signatory: _____
Title: _____
Date: _____

Signatory: _____
Title: _____
Date: _____

Appendix F: NASW Code of Ethics

SUMMARY OF THE SOCIAL WORK CODE OF ETHICS

Social workers and social work students must adhere to a professional code of ethics as defined by the National Association of Social Workers, the profession's primary association. Failure to do so may lead to expulsion from the UVM Social Work Program.

The Social Worker's Conduct and Comportment as a Social Worker

Propriety: The social worker shall maintain high standards of personal conduct in the capacity or identity as a social worker.

Competence and Professional Development: The social worker shall strive to become and remain proficient in professional practice and the performance of professional functions.

Service: The social worker shall regard as primary the service obligation of the social work profession.

Integrity: The social worker shall act in accordance with the highest standards of professional integrity.

Scholarship and Research: The social worker engaged in study and research shall be guided by the conventions of scholarly inquiry.

The Social Worker's Ethical Responsibilities to Clients

Commitment to Clients: The social worker's primary responsibility is to promote the well being of clients.

Self-Determination: The social worker shall respect and promote the right of clients to self-determination.

Privacy and Confidentiality: The social worker shall respect client's right to privacy. The social worker shall protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

The Social Worker's Ethical Responsibilities to Colleagues

Respect: The social worker shall treat colleagues with respect and shall represent accurately and fairly the qualifications, views and obligations of colleagues. Social workers shall avoid

unwarranted negative criticism of colleagues.

Dealing with Colleagues' Clients: The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

The Social Worker's Ethical Responsibilities in Practice Settings

Commitment to Employers: The social worker shall adhere to commitments made to employers and employing organizations.

Client Records: Social workers shall take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

The Social Worker's Ethical Responsibilities to the Social Work Profession

Integrity of the Profession: The social worker shall uphold and advance the values, ethics, knowledge and mission of the profession.

Community Service: The social worker shall participate in teaching, research, consultation, service, legislative testimony, community presentation and professional organizations.

Development of Knowledge: The social worker shall contribute to the knowledge base of social work by sharing knowledge.

To obtain a copy of the NASW Code of Ethics contact: National Association of Social Workers, 750 First Street, NE, Washington, DC 20002-4241.

Appendix G: Disruption Notification

DISRUPTION NOTIFICATION

This form must be completed if issues arise which directly or indirectly affect a student's field practicum.

A copy should be filed in the student's field portfolio

Student: _____ ☐ BSW/MSW1 ☐ MSW2/AS

Agency: _____ Internship start date: _____
Internship End Date: _____

Field Instructor: _____ Faculty Liaison: _____

Reason for disruption: (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Agency capacity issues | <input type="checkbox"/> Unsatisfactory student performance |
| <input type="checkbox"/> Learning experience inadequate | <input type="checkbox"/> Student crisis |
| <input type="checkbox"/> Unanticipated changes at agency | <input type="checkbox"/> Inadequate University support |
| <input type="checkbox"/> Schedule conflict | <input type="checkbox"/> Other: _____ |

Describe Issues:

Describe steps taken to resolve issues:

Student Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____

Faculty Liaison Signature: _____ Date: _____

Field Director Signature: _____ Date: _____

For Office Use Only

Initiated by:

- ☐ Field Instructor
☐ Student

For Students

- ☐ ASP required
☐ Remediation Plan Req.
☐ Not elig. for new plcmt.

For Agency

- ☐ New Student requested
☐ Placement inactive
☐ New Field Instr. Req.

Appendix H: Consent for Treatment by an Intern

CONSENT FOR TREATMENT

I, _____, understand that the counseling services
(name of client)

I receive will be provided by _____, MSW student.
(name of student)

As and MSW Student intern, my counselor, is currently completing the Master of Social Work degree from Andrews University. Their internship practice includes counseling children, adolescents, adults, married couples and groups under the supervision of

_____, _____.
(name of supervisor) (title)
of _____.
(agency)

If at any time, I desire to discuss my treatment with my counselor, I may do so. I also understand that I may speak with _____
(name of supervisor)

if I am uncomfortable discussing my treatment with my counselor.

Printed Name: _____

Signature: _____

Address: _____

Telephone Number: _____

Date Signed: _____