FIELD PRACTICUM MANUAL

Social Work Program

Gaylord 2013

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Livonia, MI 48150

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SECTION I. THE MADONNA UNIVERSITY SOCIAL WORK PROGRAM

Introduction

The purpose of this manual is to provide social work students, field instructors, and faculty with an understanding of and guide to the Madonna University Social Work Program's Field Practicum Program. The manual provides essential information about the senior student field experience, including the competencies, requirements, policies and procedures as well as the required forms and documents necessary to successfully complete the field experience. Also included is the official Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards outlining expectations for the field practicum component of accredited baccalaureate social work programs.

The field experience provides senior social work students with a 400-hour professional internship in a social service agency, taken in two consecutive terms. The field experience provides students with the structure and opportunity to integrate classroom learning and practice generalist social work skills under the supervision of a qualified field instructor. Students register for 4 s.h. of Field Practicum (SW 4800/4900) as well as 2 s.h. of the Field Practicum Seminar (SW4850/SW4950) each term. The seminar instructor also serves as the student's faculty liaison, who is a resource person and liaison between the University, student and agency. The field practicum provides an essential learning environment in which the student's generalist social work practice skills, knowledge and values are evaluated according to the required competencies of the Social Work Program.

For further information on policies and procedures regarding Madonna University and the Social Work Program, please refer to the Social Work Program *Student Handbook*, Madonna University *Student Handbook* and the Madonna University *Undergraduate Bulletin*. Other suggested resources can be accessed through the internet and include:

- Madonna University: www.madonna.edu
- Madonna University Social Work Program: www.madonna.edu/pages/socialwork.cfm
- The National Association of Social Work: www.naswdc.org
- The Council on Social Work Education: www.cswe.org

MADONNA UNIVERSITY
Mission Statement

The mission of Madonna University, a Catholic and Franciscan institution of higher learning, is to instill in its students Christian humanistic values, intellectual inquiry, a respect for diversity, and a commitment to serving others through a liberal arts education, integrated with career preparation, and based on the truths and principles recognized within the Catholic tradition.

Social Work Program
Mission Statement

The mission of the Madonna University Social Work Program is to ensure that baccalaureate social work students have the knowledge, skill and values necessary for entry-level generalist social work practice and/or graduate social work studies for the purpose of promoting social and economic justice globally among people who are vulnerable and discriminated against. Further, the Program prepares its students to assist at-risk populations in becoming empowered in order to eliminate exploitation and oppression.

Diversity and Difference Statement

The Social Work Program is strongly committed to a diverse learning environment in which respect for all persons and an understanding of diversity and difference are practiced. Diversity is understood to include such factors as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The Program strives to affirm the positive value of diversity and difference in its student recruitment activities, faculty and staff selection, Advisory Board composition, curriculum materials, classroom discussions, speakers, selection of field practicum agencies, special programs, and research initiatives.

The Program fully embraces Madonna University's commitment to promoting diversity and multiculturalism in its curricula, student population, staff and faculty as derived from the University's mission, core value of respect, and the Franciscan value of reverence for the individual. The University's and the Program's commitment is demonstrated through General Education and major program courses as well as service to minority and underserved communities. Madonna University's complete Diversity statement is found in the *2012-2014 Undergraduate Bulletin*, p. 7.

Nondiscrimination Policy

The Social Work Program provides a learning context that appreciates and recognizes the positive value of diversity. The Program does not discriminate on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Historical Overview of the Social Work Program

Madonna University has had sociology courses since 1947, and began offering specialized courses oriented to human services in 1967. The Social Work Program, under the Sociology Department, graduated its first students in 1982 and has developed over its two and a half decades into a highly respected program providing bachelor's level generalist education for practice with individuals, families, small groups, organizations and communities. It was established as an independent department within the College of Social Sciences in 1999. Many graduates directly enter the social work field in varied areas of practice while others continue on for Masters of social work degrees.

Accreditation

The Social Work Program was accredited by the Council on Social Work Education (CSWE) in May 1982 with reaccreditations in 1986, 1995, 2003, and 2011. The distance learning component of the program, located in Gaylord in northern Michigan, was accredited as an alternative program by CSWE in June 1997, 2003 and reaffirmed in 2011. Accreditation gives assurance to the students that the content of their education meets the standards set by the Council. Further, it assures human service agencies that Madonna University graduates have had the opportunity to learn the professional knowledge, values and skills determined necessary to provide competent entry-level service delivery.

Purpose of the Social Work Program

The Madonna University Social Work Program adheres to the purpose of social work profession as stated in the Council of Social Work Education's *Educational Policy and Accreditation Standards* (2008). The program conceptualizes social work using Pincus and Minahan's definition in *Social Work Practice: Model and Method* (1973), which states that:

Social work is concerned with the interaction between people and their social environment which affects the ability of people to accomplish their life tasks, alleviate distress, and realize their aspirations and values. The purpose of social work therefore is to: 1) enhance the problem-solving and coping capacities of people, 2) link people with systems that provide them with resources, services, and opportunities, 3) promote the effective and humane operation of these systems, and 4) contribute to the development and improvement of social policies.

The purpose of social work education is, therefore, to prepare professionals who are committed to the enhancement of human well-being and to the alleviation of poverty, oppression, and social and economic injustice. The social work profession receives its sanction from public and private auspices and is the primary profession in provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings and has four purposes:

1. The promotion, restoration, maintenance and enhancement of the functioning of individuals, families, groups, organizations and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.

2. The planning, formulation, and implementation of social policies, services, resources and programs needed to meet basic human needs and support the development of human capacities.

3. The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and promote social and economic justice.

4. The development and testing of professional knowledge and skills related to these purposes.

Social Work Program Goals

The goals of the Social Work Program are to:

1. Provide students with the knowledge, skills and values required for competent, compassionate and ethically correct generalist social work practice with client systems of all sizes (individuals, families, groups, organizations and communities).

2. Foster a positive respect for diversity in our students, along with the skills and capacities required to effect positive systemic changes by advocating and intervening effectively with oppressed and vulnerable peoples in the pursuit of social justice.

3. Instill in our students an appreciation for intellectual inquiry, a desire to serve others and the commitment to pursue continued professional and personal growth and development.

Subsumed in these goals is the commitment of the Program's faculty and staff, within the larger context of the University, to enhancing Madonna University's Core Values of Excellence; Respect; Community; Educational Access; Intellectual, Spiritual and Personal Development; Integrity; and Responsible Stewardship (*2012-2014 Undergraduate Bulletin,* p. 6-7).

Program and Field Practicum Competencies

It is expected that upon completion of the Madonna University's BSW program, social work students will be able to demonstrate the integration and application of the following competencies required by CSWE:

1. **Identify as a professional social worker and conduct oneself accordingly**. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

2. **Apply social work ethical principles to guide professional practice**. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

3. **Apply critical thinking to inform and communicate professional judgments**. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

4. **Engage diversity and difference in practice**. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

5. **Advance human rights and social and economic justice**. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

6. **Engage in research-informed practice and practice-informed research**. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

7. **Apply knowledge of human behavior and the social environment**. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services**. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

9. **Respond to contexts that shape practice**. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Note: Each of these competencies from Core Competencies, Educational Policy and Accreditation Standards, Council on Social Work Education, Inc., 2008, is directly evaluated on the Evaluation of Student Performance in Field Practicum assessment instrument contained in Section 7 of the *Field Practicum Manual*.

State Licensure

Michigan's Public Act 61 of 2004, effective on July 1, 2005, provides for the licensure of licensed master's social workers (LMSW), licensed bachelor's social workers (LBSW), and registered social service technicians (RSST) under the state's Public Health Code. Licensure is not required for social work students. Many agencies require licensure for employment. Effective October 1, 2008, all individuals applying for a social work license in the State of Michigan are required to undergo a criminal background check and submit fingerprints. Students will receive information regarding licensure guidelines and application process prior to graduation. Further information can be found on the State of Michigan website: www.michigan.gov/healthlicense.

BSW Scope of Practice

Michigan's Public Act 61 defines the "practice of social work at the bachelor's level" as "all of the following applied within the scope of social work values, ethics, principles, and skills:

- The application of social work theory, knowledge, methods, and ethics to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations, or communities, with particular attention to the person-in-environment configuration.

- Social work case management and casework, including assessments, planning, referral, and intervention with individuals, families, couples, groups, communities, or organizations within the context of social work values, ethics, principles, and skills.

- Helping communities, organizations, individuals, or groups improve their social or health services by utilizing social work practice skills.

- The administration of assessment checklists that do not require special training and that do not require interpretation."

SOCIAL WORK GRID FOR SCOPE OF PRACTICE

This grid is intended as a guide to assist people in understanding the differences in the levels of regulation and to show who would typically be responsible for various activities and functions. This grid is not an authoritative restatement of the law or regulations governing the practice of social work in the State of Michigan. The law governing social work practice is found in the Public Health Code, especially MCL 333.18501 et seq. The rules governing social work practice are found in the Administrative Rules of the Michigan Board of Social Work, R 338.2901 et seq.

Social Work Task or Function	**Tech**	**BSW**	**MSW**	
			Macro	**Clinical**
Administration of assessment checklists requiring interpretation	YES	YES	YES	YES
Administration and interpretation of assessment checklists			YES	YES
Advocacy for group/communities		YES	YES	YES
Advocacy for individual		YES	YES	YES
Case Intervention planning and evaluation				YES
Case Management (for individual, family, couple, group)		YES		YES
Child or adult custody determination		YES		YES
Child or adult custody assessments and recommendations				YES
Child welfare case management		YES		YES
Community organization		YES	YES	
Conduct case-finding activities in community	YES	YES	YES	YES
Consultation regarding agency practice and policy development			YES	YES
Consultation regarding clinical issues				YES
Coordination and evaluation of services delivery			YES	
Development of social welfare policy			YES	
Diagnosis of mental, emotional or substance abuse disorders with a diagnostic code				YES
Directing clinical programs				YES
Directing social work agencies but not clinical practice			YES	
Directing social work agencies including clinical practice			YES	YES
Identification of presenting problem		YES		YES
Impart general information and referral for assistance		YES	YES	YES
Interventions with individuals, couples, families or groups to enhance or restore the capacity for social functioning		YES		
Intervention methods using specialized and formal interactions				YES
Interviewing clients regarding client's situation	YES	YES	YES	YES
Monitor client's compliance with program's expectations	YES	YES	YES	YES
Pre-admission general assessment for mental health facilities		YES		YES
Private practice-clinical				YES
Private practice-macro			YES	
Program Intervention planning and evaluation		YES	YES	
Provide assistance regarding community resources	YES	YES	YES	YES
Provide information about available services	YES	YES	YES	YES
Provide life-skills training	YES	YES	YES	YES
Provide linkages to community services	YES	YES	YES	YES
Provision of training regarding community needs and problems			YES	
Psychosocial assessment		YES		YES
Psychotherapy with adults				YES
Psychotherapy with child				YES
Research-design and analysis			YES	YES
Research-data collection		YES	YES	YES
Supervision of clinical social workers				YES
Supervision of macro social workers			YES	
Teaching or education of client		YES	YES	YES
Treatment planning and evaluation				YES

SECTION II. OVERVIEW OF THE FIELD PRACTICUM PROGRAM

Description of the Field Practicum

The field practicum consists of supervised generalist social work practice in an agency approved by the Social Work Program. The field practicum provides structured learning opportunities that enable students to apply foundation knowledge, skills, values and ethics to practice. Students are directly engaged in the delivery of services to individuals, families, groups, organizations and/or communities, particularly those client systems who are vulnerable, exploited and discriminated against. Generally, students are in field practicum sites for **fifteen (15) hours per week for two consecutive terms** and must complete a **minimum of 400 hours.** Students are encouraged, but not expected to do extra hours at the agency, and must remain at the agency until the term is completed. These expectations are consistent with the standards established by the Program's accrediting body, the Council on Social Work Education. The relevant accreditation standards for the field practicum experience are as follows:

CSWE Educational Policy and Accreditation Standards (EPAS) Regarding Field Practicum

Educational Policy

2.3 Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum– classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standards

2.1 Field Education Curriculum

The program's field education program:

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Field Practicum Seminar

The field practicum experience is accompanied by an integrative field practicum seminar for all students engaged in field education. This is a regularly scheduled seminar moderated by the student's Faculty Field Liaison. The purposes of the seminar are:

1. To help the student integrate class and field learning by sharing experiences and critically analyzing practice.

2. To broaden the student's perspective by acquainting her/him with field education and resources available in other agency settings. The seminar allows the student to be open about and attempt to deal with any problems in the field practicum experience.

3. To provide an opportunity for the Faculty Field Liaison to evaluate the level of practice of the student.

The field practicum seminar requires several written assignments including an integrative assignment which meets the University's requirement for a senior seminar comprehensive exam. Successful completion of the field practicum and field seminar demonstrates that the student has achieved the program's competencies and is prepared for beginning level generalist practice and/or graduate social work studies.

Roles and Levels of Responsibility for Coordinating the Field Practicum

In order to ensure an educationally directed, coordinated and monitored field practicum for all students, the following are the roles of faculty and agency staff and their areas of responsibility for the student's education.

- Field Education Director
- Faculty Field Liaison
- Agency Field Instructor
- Agency Task Supervisor

Field Education Director

The Field Education Director is a faculty member of the Social Work Program who administers, manages and evaluates the field education component of the Social Work Program. This person consults with the Faculty Field Liaison(s) from the Program, assists agency personnel who are serving as the Agency Field Instructors and works with students completing practicum. The Field Education Director is an MSW with agency experience.

Responsibilities

- To make initial contacts with agencies for selection purposes.
- To select agencies for the practicum which meet the Social Work Program's criteria.
- To recruit, review qualifications of, monitor and evaluate Agency Field Instructors.
- To establish and conduct orientation and training sessions for Agency Field Instructors to assure integration between the field and classroom education.
- To plan the Annual Field Instructors Recognition.
- To establish and conduct the orientation to the Field Practicum for students, prior to the term in which Field Practicum is to begin.
- To coordinate the process of student application to the Field Practicum, acceptance into the field practicum, and finalize student placement at the appropriate agency.
- To interview students who have applied for permission to proceed into practicum.
- To disseminate information about agencies to students and faculty.
- To analyze and prepare assessment reports on the data received from students and Agency Field Instructor evaluations.
- To update and maintain the *Field Practicum Manual*.
- To establish and maintain a student file system relative to the field practicum.
- To implement policies and procedures relative to field practicum and to provide feedback to the Program's Director, faculty and advisory board.
- To maintain State of Michigan licensure at LMSW level.

Faculty Field Liaison

The Faculty Field Liaison is a full-time or part-time faculty person from the Social Work Program whose teaching role includes the supervision of the educational process of students in the field practicum. This person provides liaison activity to agencies used for field education and teaches the Field Practicum Seminar (SW 4850/SW 4950) for students in field practicum.

Responsibilities

- To assist in the student orientation to field education.
- To meet with the student and Agency Field Instructor at the beginning of the field experience to provide support in the development of the student's Learning Plan.
- To interpret to the agency expectations and learning competencies for field work.
- To provide the Agency Field Instructor with a copy of the *Field Practicum Manual* and any forms necessary to carry out the Agency Field Instructor's responsibilities.
- To assist in the orientation and training session for Agency Field Instructors and the Annual Field Instructors Recognition.
- To meet and communicate with Agency Field Instructors and/or other appropriate agency personnel as necessary to ensure a successful experience for the student. Agency site visits/phone conferences accrue at a minimum of three times during the duration of the field practicum. First site visit is always face-to-face at the beginning of the placement.
- To review with the student and Agency Field Instructor the student's Learning Plan, progress and accomplishments at the end of each term.
- To teach the Field Practicum Seminar.
- To assign the final grade for the field practicum each semester, taking into account the recommendation of the Agency Field Instructor.
- To report to and consult with the Field Education Director, especially in cases of special concerns or problems.
- To provide feedback to the Field Education Director regarding evaluating of agencies.
- To maintain State of Michigan licensure at LMSW level.

Agency Field Instructor

The Agency Field Instructor is a member of the agency staff with a master's degree in social work and an LMSW license in social work from the State of Michigan, who is responsible for overseeing and coordinating the student's educational experiences in the agency. The agency is responsible for designating field instructors and providing the support, time, space, resources, etc. necessary for student training. Since the primary goal of field instruction is to help prepare entry level professionals for beginning generalist social work practice, rather than agency service, the primary role of the Agency Field Instructor is educational.

Responsibilities

- To orient student to the agency, its policies and procedures as well as the role of the student within the agency.
- To introduce the student to other staff members and interpret the student's role and learning needs to other members of the staff.
- To meet with the student and Faculty Field Liaison at the beginning of the field experience to develop the student's Learning Plan.
- To integrate the student's work and activities with that of other agency personnel.
- To assure that the student's practicum experience is educational.
- To assign tasks that meet the program's competencies and expectations as well as meeting particular student needs and interests.
- To assign varying tasks which expose the student to diverse client populations, systems and problems.
- To help the student integrate theoretical knowledge and previous experiences with practice activities.
- To have weekly field instruction supervision with the student (a minimum of one hour weekly).
- To include the student in staff and/or community conferences which are relevant to student's field education.
- To inform Faculty Field Liaison immediately if problems arise in the student's attendance, performance, adjustment, etc. as it relates to the practicum experience.
- To notify the Faculty Field Liaison if the Agency Field Instructor will be away for an extended period of time. Have appointed a Task Supervisor to support student. The agency and school will consider the most feasible plan to support the student's education.
- To inform the Faculty Field Liaison as early as possible of any personnel or other changes which might affect the student's field education or the field instruction role.
- To evaluate the student's field work performance as an ongoing activity and at the end of each term based on the Learning Plan and program's expected competencies.
- To collaborate with student in completing the Evaluation of Student Performance in Field Practicum form at the end of each term and submit these to the Faculty Field Liaison.
- To become familiar with school curricula, including field and course curricula.
- To participate in Faculty Field Liaison visits and phone conferences to discuss the student's assignments, review their work and recommend grades.
- To participate in the orientation and training session for Agency Field Instructors and the Annual Field Instructors & Field Students Recognition.
- To recommend a final grade for each semester of field work. The Faculty Field Liaison will determine the final grade based upon this recommendation.

Agency Task Supervisor

The Agency Task Supervisor is a member of the agency staff with a degree in social work or other helping profession, who assists the Agency Field Instructor in overseeing the student's educational experiences in the agency. The Agency Task Supervisor is not to replace the Agency Field Instructor but to provide additional supervision for the student to enhance the learning environment at the agency.

Responsibilities

- To assist the Agency Field Instructor with providing a rich educational experience for the student in any way determined by the Agency Field Instructor.
- When appropriate, to collaborate with student and Agency Field Instructor in completing the Evaluation of Student Performance in Field Practicum form at the end of each term and submit these to the Faculty Field Liaison.

Workshops and Training for Field Instructors

Agency Field Instructors are encouraged to attend workshops, meetings and functions which are regularly scheduled by the Program throughout the academic year. The first workshop is an orientation for field instructors typically held early in the first semester of the field practicum. It is intended to orient field instructors to the Madonna University Social Work Program, its field component and the *Field Practicum Manual*. The second workshop for field instructors is held toward the end of the second semester of the field practicum. It provides an opportunity for professional development for field instructors through speakers and panels on topics relevant to the practice field. This gathering also is used to solicit feedback from field instructors for purposes of evaluation, recommendations and ideas regarding the Social Work Program, its field practicum component, and student achievement.

In addition, Agency Field Instructors are invited to attend various activities of the Program, including meetings of the Program's Advisory Board, the Field Practicum Committee and other programs and speakers of interest such as a special events and video conferences.

Agency persons are encouraged to use the conference facilities, distance learning interactive facilities, view the Madonna Magazine television productions relevant to social work, and share their expertise as speakers on campus. Arrangements can be made for the use of the University library. In addition, senior research projects may be arranged to assist agencies in needs assessments for grant development and evaluation of specific services and/or programs. In some cases, students may assist agencies in grant writing.

SECTION III. REQUIREMENTS AND POLICIES OF FIELD PRACTICUM: AGENCIES

Standards for Selection of Field Practicum Sites

1. The agency philosophy of service should be compatible with the purpose of social work and in accordance with the values and ethics of the social work profession.

2. The selection of field practicum sites shall be consistent with the mission and goals of Madonna University.

3. Agency practices, policies and philosophy shall be congruent with the Madonna University Social Work Program's goals, educational competencies, and theoretical base.

4. The scope of the practicum setting should be such as to offer students a responsible range of appropriate experiences, including direct practice opportunities with at-risk persons, groups, families, and communities.

5. A qualified Agency Field Instructor must be available.

6. Students must be permitted to carry responsibility for clients and/or projects.

7. Suitable accommodations and support services shall be available for the student.

Standards for Selection of Agency Field Instructors

A professional social worker with an MSW degree, State of Michigan LMSW license, and two years of practice experience may be designated as a student's field instructor. Occasionally, exceptions may be made to permit an experienced social worker with a BSW, LBSW or other closely related master degree to act as a field instructor. Important considerations which go into making a final determination are:

1. Effective practice skills.

2. Commitment to social work values as exemplified in the Code of Ethics.

3. Ability to conceptualize the practice of generalist social work.

4. Ability to communicate ideas and concepts to students.

5. A commitment to social work education and a willingness to expend the necessary time and energy with the student.

6. Willingness to develop and refine skills in field instruction through such means as attending workshops and orientations.

7. Willingness to work with students, the Faculty Field Liaison, the Field Education Director, and within Madonna University's mission and goals.

Approving Field Practicum Sites

The agency and/or Agency Field Instructor must provide the following information to the Field Education Director which is used in the selection of field practicum settings:

1. The Agency Description Survey along with other descriptive materials such as agency brochures, annual report, etc. is required.

2. The Agency Field Instructor Application, which includes a resume of the education and experience of the prospective Agency Field Instructor.

3. An indication that the agency staff, especially the student's immediate supervisor, is willing to accept and work with the student.

4. An indication of willingness to evaluate the student's performance.

5. An indication of willingness from the student's immediate supervisor to attend at least one Agency Field Instructor's meeting annually.

Evaluating Agencies/Field Practicum Sites

In order to assure that students are receiving quality field education, the following evaluative process is used:

- Students are required to provide an evaluation of the field practicum at the end of their field experience.

- Faculty Field Liaisons provide feedback to the Field Education Director regarding field experiences.

- The Field Education Director reviews these evaluations and confers with the Field Practicum Committee and other social work faculty.

- Should an agency receive two consecutive negative reports from students, Faculty Field Liaisons, or the Field Education Director, the agency may be removed from the practicum roster.

SECTION IV. REQUIREMENTS AND POLICIES OF FIELD PRACTICUM: STUDENTS

Eligibility Requirements

Students must be fully admitted to the Social Work Program and be a candidate for the Bachelor of Social Work degree before they are eligible for the field practicum. Students must have completed the necessary requirements of the first year of core social work courses, including Practice I and II (SW 3450 and SW 3700). Students must maintain satisfactory academic progress, must be in good standing with the University (GPA 2.0), the Social Work Program (GPA 2.5), and not be on academic probation. Students must apply for and receive approval before proceeding into the practicum.

General Requirements for Field Practicum and Seminar

15 hours per week for a total of 400 hours over two consecutive terms are mandatory. This experience is to be supervised by an Agency Field Instructor in cooperation with the Social Work Program Field Education Director and the Faculty Field Liaison. **A grade of "C" or better is required in SW 4800 - Field Practicum I. A grade of "B" or better is required in SW 4900 - Field Practicum II.** The field practicum is accompanied by a concurrent field practicum seminar taught by the Faculty Field Liaison.

Student Orientation

In the semester prior to field practicum, the Field Education Director and the Faculty Field Liaison(s) conduct a student orientation to the field practicum. This is a mandatory meeting and students are excused only by exception and special arrangements. Students receive information about purposes and requirements of the field practicum experience; policies, procedures, and forms that are necessary to apply for the field practicum; the selection process for field agencies and Agency Field Instructors; and the agency assignment process. At the orientation, students will be scheduled for an individual appointment with the Field Education Director to discuss their individual learning needs as it relates to the field practicum.

Practicum Assignment Process

Specific practicum assignment is determined after the student orientation and the required agency and student forms have been received, reviewed and approved. The Field Education Director initiates contact with prospective agencies on behalf of the student, and then permits the student to arrange an interview at prospective agencies. Many agencies require background checks. Students with a prior legal conviction may have limitations to agency availability. A final determination of assignment is made involving the student, the Faculty Field Liaisons, and the Field Education Director. In many cases, students are placed in an agency of their first or second choice; however, the final decision rests with the Field Education Director.

Student Responsibilities

Students in the Social Work Program are being educated to become professional social workers. Students entering into their field practicum are responsible for actively seeking out opportunities and experiences that will expand their skills and learning objectives under the guidance and supervision of the Agency Field Instructor.

The student, under the instruction of the Agency Field Instructor, is expected to meet the following responsibilities:

- To be punctual and regular in attendance at the agency during the agreed upon hours.
- To inform the Agency Field Instructor of unexpected absence(s) and arrange to make up for time lost.
- To meet regularly with the Agency Field Instructor. The date, time and place for each field instruction conference shall be designated and consistently implemented.
- To maintain a cumulative record of actual hours spent in the field practicum agency.
- To adhere to the standards of the NASW Code of Ethics. Situations which create an actual conflict of loyalty or interest, or even the appearance of such conflict, must be scrupulously avoided.
- To adhere to the program's Student Performance Standards as found in its *Student Handbook*.
- To discuss the use of agency and client material for class presentations and assignments with the Agency Field Instructor before use.
- To consult with the Faculty Field Liaison or the Field Education Director about any concerns/problems regarding the field practicum.
- To wear appropriate attire for the agency and assigned duties.
- To work at developing and acquiring the knowledge necessary to perform in the agency within the framework of the field curriculum.
- To be responsible for transportation to and from the agency.
- To complete all assigned tasks promptly.
- To be available and prepared for visits with the Faculty Field Liaison.
- To complete a weekly journal regarding field experiences. Sharing the journal's information with Agency Field Instructor is left to the discretion of the student.
- To attend field practicum seminar and share field experiences and practice concerns.
- To participate in Annual Field Instructors Recognition near the end of the field practicum.
- To complete the Student Field Practicum Evaluation upon termination of the field practicum.
- To maintain the confidentiality of field agency clients when discussing cases and/or completing written assignments.
- To complete documentation in a timely and appropriate fashion.
- To negotiate a Learning Plan with the Field Instructor and Faculty Liaison.

Hourly Requirement

The student should spend at least **15 hours per week** in field practicum. On the basis of 15 weeks of field experience per semester, the student should accumulate **200 hours each semester** or a total of **400 hours for two consecutive semesters** he/she will be in the field. This is the minimum amount of time required. Students are encouraged, but not expected to perform additional hours at the agency in furtherance of their learning and to meet the needs of the agency and its clients. Students are expected to remain in field practicum until the term is completed. Students are not allowed to "bank" hours. Scheduling hours can be handled in accordance with student's class schedule or agency's programs; however, the student should be at the agency not less than four hours on any given day and at least two days per week. The student's presence at the agency at least two days per week will help her/him get to know staff members rapidly, expedite familiarity with agency operations, participate in agency activities (staff meetings, in-service education, etc.) and increases availability to clients. Students scheduled for evening and weekend hours are not permitted to work without social work supervision immediately available to them.

Attendance at Field Practicum

Students are expected to be in attendance at field practicum on each scheduled field work day. They are expected to notify the agency at the beginning of the work day if they will be absent due to illness or similar emergencies.

The equivalent of one week (2 day) absence from field practicum may be permitted each term for compelling reasons, providing the time is made up. If students lose considerable field practicum time during a semester because of illness or for other emergencies, it is expected that they will make up the field work during holiday or student recesses.

If a student is absent from field practicum for an extended period so that learning and/or good service to clients suffers as a result, consultation should occur with the student, their Agency Field Instructor and Field Education Director to make necessary plans to deal with the absences.

Students may not receive credit for field work in any term until they have completed the required number of clock hours.

Students are to participate on assigned days throughout the term with the exception of University holidays, recesses at Thanksgiving, Christmas, Spring vacation, legal holidays and other official holidays observed by the agency.

Attendance at a conference or meeting when approved by the Agency Field Instructor may count as field practicum time.

Students are required to document their hours and submit them along with the Verification of Completion of Hours to their Field Liaison at end of each term.

Change of Field Practicum

A student should complete two (2) consecutive terms in the same agency. Students are only allowed to change a placement in extreme circumstances. If a change is needed, it should be done early in the practicum for the good of both the student and the agency. It is expected that any emerging problems would be discussed between the Field Instructor, Faculty Field Liaison and student. If a change is absolutely necessary, the following steps must be adhered to:

Student
In the event that a student feels they need a change in field practicum agency, the following steps need to be adhered to:

- The student must contact the Faculty Field Liaison to arrange a conference to discuss the problem.
- The student and Agency Field Instructor must sit down and discuss presenting issues and try to resolve them.
- The Faculty Field Liaison, after conference with both parties involved and consultation with the Field Education Director, will determine if a change in field practicum is necessary.
- Under no circumstances is the student to "walk out" of the practicum until the above steps are completed, or student must retake the field practicum credits.

Agency
In the event that an agency feels that a student needs to be terminated from their practicum the following steps need to be adhered to:

- Agency Field Instructor and student must sit down and discuss presenting issues. The Faulty Field Liaison needs to be aware of and updated to each phase of the process, and the Liaison needs to inform the Field Education Director of the situation.
- If the issues are not cleared up, then a written plan is drawn up and a meeting takes place so the Agency Field Instructor and the student fully understand what is expected of each other and what needs to change. At this point the Faculty Field Liaison can be present at this meeting for support and understanding on behalf of both parties.
- If the issues continue, then a meeting is called to discuss the termination of the student from this placement. The Agency Field Instructor, student and Faculty Field Liaison or Field Education Director must be present at this meeting.

It is the Program's hope that all situations will be worked out and become valuable learning experiences for the students. Termination from placement is used as a last resort.

Student Professional Liability Insurance Policy

All students entering the field practicum are required to have malpractice insurance prior to beginning in the field practicum. Students may purchase the malpractice insurance at the Student Accounts Office at the University. Insurance must be purchased at the time of application for field. The Field Education Director will provide students with a copy of their proof of insurance. A copy should also be provided to the field practicum agency by the student. Amount of coverage is $1,000,000/3,000,000. Coverage is provided for three consecutive terms following the term of purchase.

Student Use of Private Vehicles in the Performance of Field Practicum

In some agencies students are required to use their own vehicles in the performance of field practicum duties. In other agencies, they may choose to use their own car. In either situation, students should be aware that the driver of the vehicle has the responsibility in the event of personal injury or property damage and that the responsibility is distinct from that of the agency or the University. Students are not permitted to transport clients.

Students who use a private vehicle in the performance of field practicum duties are advised to check with their insurance agency or some other knowledgeable source of advice to determine if the student has appropriate insurance coverage.

Student Placement at Place of Employment and Stipends

Sometimes students are given the opportunity to receive a stipend for their field experience, or would like to use their current employment as their field practicum. While this may be an attractive arrangement, there are specific guidelines that need to be met in order to distinguish between employment and educational arrangements. These guidelines are set up in order to protect the student's learning objectives and clarify the responsibility of the student, field instructor, agency and the University. Payment for the practicum experience is not mandated by the University and is not a necessary condition for field education.

1. Practicum experience may be completed in the same agency in which the student is employed, but the experiences must be different. The job description, role, assigned program and/or department as well as the supervisor must be different for the student in practicum than the student employee.

2. When searching for a practicum experience, students are not answering "Help Wanted" signs. Employment is a far different situation from practicum. Employment implies a relationship based on the understanding that services are provided by the employee for a certain fee paid by the employer. The relationship established in practicum between the agency and student is one in which the student may provide services to agency clients in exchange for educational experiences and supervision provided by the Agency Field Instructor. The Agency Field Instructor agrees to a greater commitment of time and energy in assisting the student intern with professional growth and development. A student cannot be fired from a practicum experience, but may in fact be fired from an employment situation. The University will make no claim that the student is qualified to be an employee and will not assume supervisory responsibility.

3. Stipends, in the field practicum experience, are defined as a *token payment that does not include income tax deductions, Social Security or other agency fringes*. Students may inquire at the time of interview if stipends are possible as part of the practicum experience.

The Field Education Director or the Faculty Field Liaison will review specific situations with students and Agency Field Instructors and make final determination of any ambiguous arrangements.

Policy Regarding Student Safety in Field Practicum

In preparing students for a career in social work, the Council on Social Work Education requires that the core competencies be demonstrated through student participation in a supervised internship in a social service agency. To prepare students for this experience, the social work faculty provides students with a basic, generic knowledge of safety issues related to client contact and community travel. It should be understood that this is a very basic treatment of safety issues. Students with specific safety concerns should contact their Faculty Field Liaison and their Agency Field Instructor for further discussion and guidance. It is expected that the Agency Field Instructor discuss safety concerns and agency policies with the student, and assess their understanding of safety matters as well as their ability to handle potentially threatening situations in a mature and professional manner.

At the beginning of the field practicum, the Agency Field Instructor shall provide instruction on agency policies regarding safety matters. This should include information on all emergency procedures both on and away from the agency premises. It is the responsibility of the agency to advise and educate students regarding potential health risks in the work environment. The need for vaccinations, health screenings and physicals should be explained along with procedures to reduce the exposure to communicable or infectious disease. The student is responsible for obtaining agency required vaccinations, health screenings and physicals, as well as for conforming with agency policies. The student is responsible for any costs incurred which are not covered by the agency. Students are expected to maintain health insurance during the course of their field practicum, and to inform their Agency Field Instructor of any health conditions that may potentially affect the performance of their duties in field. Madonna University and the social work program/faculty will not be held liable in the event of a safety related matter.

On an ongoing basis, the Agency Field Instructor will assist the student in developing skills to assess the potential dangers of interacting with clients and communities, and to provide instruction on how to diffuse these situations if possible, and assure access to appropriate assistance when needed. Students are not permitted to be in the agency without a qualified, professional social worker available for supervision. Students are not permitted to transport clients. Students are not permitted to make unsupervised home visits during the first six weeks in their field agencies. After this six week period, the student may make unsupervised home visits if the following criteria are met: the client is known to the agency and poses minimal risk to the student's safety; the neighborhood surrounding the client's home is deemed safe for travel during the hours of the scheduled visit; the student has demonstrated an understanding of safety procedures for community travel and assessing the safety of a home environment; and the student has demonstrated the ability to use professional skills and judgment in the face of unanticipated events. It is the right of any social work student to defer performing an unsupervised home visit due to concerns about safety.

In section 8 of this document is a Field Agency Safety Review, which should be completed and discussed by the student and Agency Field Instructor.

EVALUATION AND ASSESSMENT OF COMPETENCIES FOR FIELD PRACTICUM

To ensure an educationally directed, coordinated and monitored practicum experience for students and to give guidelines for Agency Field Instructors, several activities occur which allow for the evaluation of practice competencies and the field practicum experience.

Initially, the Learning Plan gives direction to the educational experiences of the student by directly relating the student's tasks and responsibilities to the Program's expected learning competencies. Each competency is addressed by a set of activities and opportunities provided by the agency. A time frame is included so that a progression of skill development is reflected, with basic skills in the first semester progressing to more complex and sophisticated tasks, roles and functions in the second semester. Evaluation of the student's performance is based upon the Learning Plan, which directly corresponds to the Program's competencies. Satisfactory achievement of these learning competencies helps assure that the student has demonstrated competence in the skills, knowledge and values required for beginning generalist social work practice.

The Faculty Field Liaison consults with the Agency Field Instructor during each semester to get a mid-term report. More frequent discussions occur if there appears to be a special concern or issue with the student at the practicum. Students with special learning needs receive specific assistance.

At the end of the first term's practicum, when a minimum of 200 hours have been completed, the Faculty Field Liaison consults with both the student and the Agency Field Instructor on the students' progress. The Agency Field Instructor completes the Evaluation of Student Performance in Field Form, which parallels the Learning Plan and the Program's competencies. This provides feedback and documentation regarding student performance in the field practicum and provides a basis for determining a grade.

The Learning Plan is updated and continues to guide the student's practicum experience in the second semester. At the end of the second term, when a minimum of 400 hours have been completed, the Faculty Field Liaison, the Agency Field Instructor and the student again meet for a final evaluation session.

Evaluation of the practicum program is further enhanced by having the student complete the "Student Practicum Evaluation." In this way, the student's assessment and perception of the agency's provision of field education can be used to guide the Field Education Director in determining if an agency has met the Program's standards. If there are problems and/or several students report similar difficulties, an agency may be dropped from the practicum roster.

Agency Field Instructors are involved in the evaluation process in several ways other than measuring specific student competencies. They are invited to an in-service training provided by the Social Work Program and to annual workshops or symposiums at the end of the practicum. Evaluative data is solicited during each of these gatherings. In addition, the Agency Field Instructor fills out the "Agency Field Instructor Evaluation of Field Practicum Form," which helps the Field Education Director determine if adequate information and explanations have been given to the agency staff.

It also gives the Field Education Director information regarding the agency's overall satisfaction with the practicum program and the student's preparation prior to the practicum.

These evaluation activities help assure that a quality educational practicum is provided to students which is consistent with the goals and anticipated competencies of the Social Work Program and the practice community.

SECTION V. STUDENT FORMS

Application Forms for Field Practicum

Students applying to enter field must complete and submit the following documents. Items 1-7 are to be submitted with the application to field practicum.

1. A copy of your Letter of Admission to the Social Work Program.

2. A current resume detailing your work and volunteer experience in addition to your education. Email resume as an attachment and saved as an rtf. document to holcombd1@michigan.gov

3. The attached Field Application Form, a copy of which will be provided to your field instructor.

4. The attached Student Agency Preference Form.

5. The attached Consent to Disclose Educational Records Form.

6. The attached Risk Release Form.

7. The attached Student Agreement Form.

8. Proof of Student Professional Liability Insurance at time of interview with the Field Education Director.

9. Upon acceptance by an agency, collect all the "Agency Forms" in a sealed envelope and turn them into the social work secretary prior to the first week of field.

10. A completed schedule for field practicum hours turned in to your Faculty Field Liaison the first week of field.

MADONNA UNIVERSITY
Social Work Program

FIELD APPLICATION FORM

Student ID number:_____

Name:_____ Date:_____

Semester applied for:_____

Current address_____

Home phone number _____ Cell phone number:_____

Email_____

Place of employment: _____

What is your employment schedule? _____

Total number of hours of employment (excluding practicum) you expect to carry:_____

Vacation or summer address and phone number:_____

_____

Good conversational knowledge of languages other than English (which?)_____

_____

Can you provide your own transportation to an agency? _____

Available for practicum: ___Mornings ___Afternoons ___Evenings ___Weekends

Please explain your limitations or preferences of practicum schedule:_____

_____

Have you ever been convicted of a criminal offense other than a traffic violation, or have you been found to be delinquent by a juvenile court, or are there any such charges pending against you?
Yes or No (If yes, please explain on a separate sheet of paper.)

Total academic load, in semester hours, you plan to carry during:

First field semester:_____ Second field semester:_____

Overall GPA:_____ Social Work GPA:_____

Number of General Education Semester Hours left to complete:_____

Have you been accepted for Full Admission to the Social Work Program: Yes or No

If no, please explain:_____

Describe any additional responsibilities or limitations which you want to be taken into account in being assigned to any agency (such as family, physical/health limitations, financial issues, transportation etc.):

_____

_____

_____

Discuss your special interests regarding the kinds of people, problem areas, age groups with which you would like to work, explaining the reasons for your interest.

_____

_____

_____

_____

Discuss your development in social work, and identify some goals that you have for your learning experience in field.

_____

_____

_____

_____

_____

Return to: **Dana Holcomb, Faculty Field Liaison**
Social Work Program - Gaylord
MADONNA UNIVERSITY

MADONNA UNIVERSITY
Social Work Program

STUDENT AGENCY PREFERENCE

If you have an agency preference as of this application point, please indicate. **Please note**: The final decision is made by faculty, considering the preferences of the student, her/his perceived educational needs, availability of the desired practicum, and agreement by the Agency Field Instructor.

MY FIRST AGENCY PREFERENCE IS:_____

Reasons:_____

_____

_____

_____

MY SECOND AGENCY PREFERENCE IS:_____

Reasons:_____

_____

_____

_____

Are you interested in working with: (Answer YES or NO)

___Children ___Adolescents ___Adults ___Aging ___Substance Abuse

___Mental Health ___Schools ___Advocacy ___Hospital ___Criminal Justice

___Policy ___GLTB ___Domestic Violence ___Homeless

Other:_____

Return to: **Dana Holcomb, Faculty Field Liaison**
Social Work Program - Gaylord
MADONNA UNIVERSITY

MADONNA UNIVERSITY
Social Work Program

CONSENT FOR DISCLOSURE OF EDUCATIONAL RECORDS

TO: Field Education Director

RE: Disclosure of Education Records

In order to complete application for field instruction, the information identified below may be disclosed to social work faculty and potential Agency Field Instructors.

The information includes:

a. My application for field practicum and resume.

b. Other pertinent information, including verbal discussions between the agency and school as the need arises.

c. Verbal discussions between my Agency Field Instructor, Agency Task Supervisor, Faculty Field Liaison and Field Education Director of any issues or concerns involving my practicum.

_____
Student Signature

_____
Print Name

_____
Date

ASSUMPTION OF RISK AND RELEASE FOR OFF CAMPUS ACTIVITIES

I, the undersigned, have been approved to participate in Madonna University's Field Practicum, Internship, Study Abroad, Service Learning, or Volunteer program to which I have applied. I do hereby accept my participation in such and understand that I am accountable for all program fees, if there are any involved. I also realize that an official hold may be placed on my records until all payment responsibilities are fulfilled.

Please read carefully and sign on back **Please return to:_____**

The undersigned may have the opportunity to gain academic credit through participation in the program and agrees to following:

1. PERSONAL CONDUCT. Madonna University through its official representatives including but not limited to the Program Director have the authority to establish rules of conduct necessary for the operation of the program during the entire period of the program, including free time. The illegal use of drugs and/or alcohol during the entire period of the program, including free time, is strictly prohibited. Should an official representative of Madonna University decide that a participant must be separated from the program because of violation of stated rules, for disruptive behavior, or for any conduct that might bring the program into disrepute or its participants into legal jeopardy, that decision will be final. *Separation from the program will result in the loss of academic credit for the program. Persons dismissed from the program will remain responsible for all program costs incurred on their behalf.*

2. INSURANCE COVERAGE. I understand that I am required to have adequate health, accident, and hospitalization insurance to cover myself during participation in the program, and at the program site. For study abroad, Madonna University may recommend that participants purchase the International Student Identity Card as minimum coverage. I recognize and expect that no part of the program fee goes toward payment of such insurance (unless otherwise stated) and that Madonna University has no obligation to provide such insurance.

3. MEDICAL TREATMENT. Please describe any health and physical or psychological problems on the reverse side of this sheet. In the event of illness or injury to me to such an extent that I am unable to make decisions relative to my immediate medical condition, I authorize any official representative of Madonna University to secure medical treatment on my behalf, including surgery and the administration of an anesthetic, and I accept all financial responsibility for such treatment.

4. TRANSPORTATION. Only Madonna University staff or students who have registered with the Office of Student Life and given proof of current driver's license and insurance are to operate any university vehicles the group may be assigned. In the event students travel with another student or staff member in her/his own vehicle, that driver's insurance should be current providing coverage of the passengers.

5. RESPONSIBILITY DURING FREE TIME. I understand that during free time within the period of the program and after the period of the program I may elect to travel independently at my own risk and expense. I agree to inform an official representative of Madonna University of my travel plans and understand that neither Madonna University nor its official representatives are responsible for me while I am traveling independently during such free time.

6. THEFT AND OTHER CRIMES. I agree to release Madonna University and its official representatives from any liability for damage to or loss of my possessions, injury, illness, or death arising out of intentional acts of third parties during the period of the program.

7. POLITICAL UNREST. I recognize that in cases of political unrest an official representative of Madonna University will take reasonable measures for the protection of program participants.

8. EMERGENCY PROCEDURES. In case of any emergency, after calling 911 or notifying emergency vehicles, the Public Safety Office of Madonna University should be contacted (734) 432-5442.

Activity/Class: Field Placement SW4800/4850 and SW 4900/4950 Date(s):_____
Check applicable health conditions:

Convulsions:_____ Epilepsy:_____ Fainting Spells:_____ High Blood Pressure:_____

Frequent Headaches:_____ Asthma or Respiratory Problems:_____ Heart Problems:_____

Diabetes:_____ Allergies:_____

Allergy Medication Used:_____

Describe or Explain Allergic Reaction:_____

Other Medical Problems (Please explain):_____

_____

If currently taking medication, please identify medication and state potential mental and physical side effects and reason for use:_____

_____

Date of Last Physical Examination:_____ Date of Last Tetanus Shot:_____

Health Insurance Company:_____

Health Insurance Policy Number:_____

Participant Name:_____Age_____

Address:_____

Name of Person to be notified in case of emergency:_____

Relationship:_____ Home #_____ Work #_____

Alternative Person to be notified in case of emergency:_____

Relationship:_____ Home #_____ Work #_____

Driver's License Number:_____

Auto Insurance Company:_____

I, fully understand the potential for accidents which could occur when traveling to and from the above mentioned activity.

I, fully understand the potential for accidents which could occur while engaging or performing tasks involved in my participation in the above mentioned activity.

Signature:_____ Date:_____

(Acknowledging Grand Valley State University for their assistance with this document, 4/99)

MADONNA UNIVERSITY
Social Work Program

FIELD PRACTICUM STUDENT AGREEMENT

I have reviewed the *Field Practicum Manual* and understand and accept the following:

1. Goals, competencies, requirements and policies of the field practicum.

2. I understand and accept that fifteen (15) hours per week for a total of 200 hours per term, for a total of 400 hours over two consecutive terms are mandatory. This is the minimum.

3. A grade of "C" or better is required in SW 4800 - Field Practicum I. A grade of "B" or better is required in SW 4900 - Field Practicum II.

4. Assessment of my aptitude is continuous throughout the sequence of courses and, if my aptitude is not found to be satisfactory, I may be advised to change from the major. This is regardless of my academic grade average.

5. The Social Work Code of Ethics applies to me even as a student in the major, e.g. the maintenance of client confidentiality, ethical behavior and responsibility, etc.

6. I have obtained my Student Professional Liability Insurance and have attached proof of purchase.

7. I certify that all the information in this application is completely and accurately presented. I understand that falsifying any part of this application may result in a denial of admission to Field Practicum or termination from the Program.

_____
Student Signature

_____
Print Name

_____
Date

MADONNA UNIVERSITY
Social Work Program

FIELD PRACTICUM SCHEDULE FORM*

NAME:_____

My field practicum is:

Agency:_____

Address:_____

_____

Telephone:_____

Fax:_____

My Agency Field Instructor is:_____

Field Instructor's Telephone: _____

Who has: MSW:_____ BSW: _____ Other: _____

LMSW: _____ LLMSW: _____ LBSW: _____ LLBSW: _____ Other:_____

Field Instructor's Email:_____

Task Supervisor: _____

Task Supervisor's Telephone:_____

Date I began:_____

My schedule is:_____

_____

_____

***Return to your Faculty Field Liaison the first week of field practicum**

In the event that any of this information changes it is the responsibility of the student to update this document and resubmit to their Faulty Field Liaison and Field Education Director.

SECTION VI.

AGENCY FORMS

MADONNA UNIVERSITY
Social Work Program

AGENCY DESCRIPTION SURVEY

Date:_____

Agency Name:_____

Agency Address:_____

_____

Agency Phone:_____

Agency Fax:_____

Website Address:_____

Service Hours/Days:_____

Agency Director:_____

Non-profit agency: _____Yes _____No

Primary population served:_____

Primary service(s)
provided:_____

Services Offered:

☐ Intake ☐ Referral ☐ Counseling
☐ Crisis ☐ Rehabilitation ☐ Out-patient
☐ In-patient ☐ Case Management ☐ Advocacy
☐ Community ☐ Other:_____

Student Practicum Time Opportunities:

☐ **Mornings** ☐ **Afternoons** ☐ **Evenings** ☐ **Weekends**

Requirements for Students:

☐ Car ☐ Drug Test ☐ Background Checks (specify) _____

☐ TB Test ☐ Other:_____

Stipend Available for Students/Amount:_____

Field of Practice Opportunities for Student:

- ☐ Administration
- ☐ Aging/Gerontological Social work
- ☐ Alcohol, Drug, or Substance Abuse
- ☐ Child Welfare
- ☐ Community Planning
- ☐ Corrections/Criminal Justice
- ☐ Developmental Disabilities
- ☐ Domestic Violence or Crisis Intervention
- ☐ Family Services
- ☐ Group Services
- ☐ Health
- ☐ Housing
- ☐ International
- ☐ Mental Health or Community Mental Health
- ☐ Program Evaluation
- ☐ Public Assistance/Public Welfare (not child welfare)
- ☐ Rehabilitation
- ☐ School Social Work
- ☐ Social Policy

Activities Available for Student Learning:

- ☐ Systems - Individual, Family, Group, Community
- ☐ Networking
- ☐ Tasks: Advocacy, Referral, Conflict Resolution, Brokerage
- ☐ Case Management
- ☐ Case Staffing Meetings
- ☐ Other:
- ☐ Progress Notes
- ☐ In-serving Training
- ☐ Observation
- ☐ Direct Intervention
- ☐ Group (co-lead/lead)
- ☐ Education
- ☐ Intake with psycho-social history

CSWE Core Competencies Available for Student Learning:

- Identifies as a professional social worker and conducts self accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Contact person for coordinating student placements:

Name/title_____

Phone:_____

E-mail: _____

Agency Field Instructors available (Provide information for each person available):

The Council on Social Work Education requires that Agency Field Instructors for baccalaureate students hold a baccalaureate or masters degree in social work from a CSWE-accredited program (Accreditation Standard 2.1.6, 2008). Task supervisors are not required to hold a BSW or an MSW.

Name: _____

Phone: _____

E-mail: _____

9 MSW 9 BSW 9 Other Professional Degree: _____

Licensure Status: 9 LMSW 9 LLMSW 9 LBSW 9 LLBSW 9 Other: _____

Availability for these meetings:

9 Field Instructors' Orientation or workshop
9 Initial meeting/Learning Plan development
9 First semester end of term visit
9 Second semester end of term visit
9 Field Instructors' Recognition Event

Comments:

Please attach descriptive brochure of agency if possible.

Signed: _____

Agency position: _____

Date: _____

This form is good for 3 year from the date above. Please notify Field Education Director of any major changes to the above information.

Return to: **Dana Holcomb, Faculty Field Liaison**
Social Work Program - Gaylord
MADONNA UNIVERSITY

MADONNA UNIVERSITY
Social Work Program

AGENCY FIELD INSTRUCTOR APPLICATION

Date:_____

Name:_____

Position:_____

Agency:_____

Address:_____

City, State, Zip:_____

Telephone #:_____FAX #:_____

E-mail:_____

Professional Education:

Year Institution Degree Attained Area of Concentration

Licensure Status: 9 LMSW 9 LLMSW 9 LBSW 9 LLBSW 9 Other:_____

New Field Instructor? _____Yes
_____ No - approximate years' experience as field instructor:_____yrs.

Will a Task Supervisor be working with you and student? _____

Name:_____

Licensure Status: 9 LMSW 9 LLMSW 9 LBSW 9 LLBSW 9 Other:_____

Telephone#: _____E-mail Address:_____

PLEASE INCLUDE A RESUME WITH THIS FORM

Return to: **Dana Holcomb, Faculty Field Liaison**
Social Work Program - Gaylord
MADONNA UNIVERSITY

MADONNA UNIVERSITY
Social Work Program

FIELD PRACTICUM AGENCY AGREEMENT

This agency agrees to participate as a field practicum setting for undergraduate social work majors of Madonna University.

It is this agency's understanding that 1) the student will be in the agency two days per week (15 hours) according to a mutually determined schedule; 2) the Faculty Field Liaison will serve as a link between the University and agency; 3) the Agency Field Instructor, the student, and the Faculty Field Liaison will develop a Learning Plan for the student which includes the specific learning experiences and assessment mechanisms; 4) the agency will provide supervision, content, assignment of tasks, and evaluation of competencies; and 5) the agency agrees to comply with the policies and procedures outlined in the *Field Practicum Manual*.

Sincerely,

_____	_____
Signature	Agency
_____	_____
Print Name	Address
_____	_____
Position	City/State/Zip
_____	_____
Date	Telephone#

Student's Name: _____

Return to: **Dana Holcomb, Faculty Field Liaison**
Social Work Program - Gaylord
MADONNA UNIVERSITY

SECTION VII.

- **LEARNING PLAN**
- **EVALUATION FORMS**
- **GRADING POLICIES AND STANDARDS**

MADONNA UNIVERSITY
Social Work Program - Field Practicum Learning Plan

Student_____**Term/Year**_____

Agency _____**Field Instructor**_____

Instructions: The student, with assistance from the Agency Field Instructor and Faculty Field Liaison will develop a Learning Plan for their practicum experience that encompasses the following competencies with activities that are specific to that agency. Use the form provided to facilitate this process. It is important that in developing the plan, activities are phrased in behaviorally specific language. This section should identify some specific assignments at the agency which are to be carried out by the student as well as any behavior and activities which the field agency expects of student. Identify areas that the Field Instructor will assign a Task Supervisor, to attend to student education/supervision. Once it is developed, the student, Field Instructor and Faculty Liaison will review and sign the plan. An electronic copy of this form can be requested from the Field Education Director by email. helkhoury@madonna.edu

Core Competency	Activities and Tasks	Evaluation Criteria	Target Date
#1 Intern identifies as a professional social worker and conducts self accordingly. • **Advocate for client access to the services of social work** • **Practice personal reflection and self-correction to assure continual professional development** • **Attend to professional roles and boundaries** • **Demonstrate professional demeanor in behavior, appearance, and communication** • **Engage in career-long learning** • **Use supervision and consultation**			
#2 Intern applies social work ethical principles to guide self in professional practice. • **Recognize and manage personal values in a way that allows professional values to guide practice** • **Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles** • **Tolerate ambiguity in resolving ethical conflicts** • **Apply strategies of ethical reasoning to arrive at principled decisions**			

Core Competency	Activities and Tasks	Evaluation Criteria	Target Date
#3 Intern applies critical thinking to inform and communicate professional judgments. • **Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom** • **Analyze models of assessment, prevention, intervention, and evaluation** • **Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleague**			
#4 Intern engages diversity and difference in practice. • **Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power** • **Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups** • **Recognize and communicate their understanding of the importance of difference in shaping life experiences** • **View themselves as learners and engage those with whom they work as informants**			
#5 Intern advances human rights and social and economic justice. • **Understand the forms and mechanisms of oppression and discrimination** • **Advocate for human rights and social and economic justice** •			
#6 Intern engages in research – informed practice and practice-informed research. • **Use practice experience to inform scientific inquiry** • **Use research evidence to inform practice**			

Core Competency	Activities and Tasks	Evaluation Criteria	Target Date
#7 Intern applies knowledge of human behavior and the social environment. • **Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation** • **Critique and apply knowledge to understand person and environment**			
#8 Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services. • **Analyze, formulate, and advocate for policies that advance social well-being** • **Collaborate with colleagues and clients for effective policy action**			
#9 Intern responds to contexts that shape practice. • **Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services** • **Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services**			
#10 Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities. • **Engagement** • **Assessment** • **Intervention** • **Evaluation**			

Student_____

(Signature and date)

Agency Field Instructor_____

(Signature and date)

Faculty Field Liaison_____

(Signature and date)

MADONNA UNIVERSITY
Social Work Program

EVALUATION AND GRADING POLICY FOR FIELD PRACTICUM

The following is the form used to evaluate student performance in field and an explanation of the Social Work Program's approach to grading in Field Practicum. At the end of each term, the student and the Faculty Field Liaison meet with the Agency Field Instructor to review the student's progress and accomplishments. The Agency Field Instructor recommends a letter grade for the student's field practicum based on the "Grading Standards" that follow.

The grades should reflect the student's achievement in terms of:

- Completion of the tasks and assignments as stated in the Learning Plan;
- Demonstration of proficiencies in the Social Work Program competencies as measured in the Evaluation of Student Performance in Field Form.

The final decision for assigning a grade for the field practicum rests with the Madonna University Faculty Field Liaison, taking into account the oral and written evaluation by the Agency Field Instructor.

After the evaluation session each term, the Agency Field Instructor gives or sends the form to the student's Faculty Field Liaison so that it may become a part of the student's permanent record.

A grade of "C" or better is required in SW 4800 - Field Practicum I. A grade of "B" or better is required in SW 4900 - Field Practicum II.

It must be noted that the field practicum and the corresponding seminar are interrelated. Problematic performance in either or both of the components jeopardizes a student continuing in the Program. Students who are at risk of failing to complete the field practicum/field seminar sequence successfully, thereby jeopardizing their standing in the Program, are referred to the Student Review Policy, contained in the Social Work Program *Student Handbook*. This policy outlines procedures for convening a committee of faculty and agency professionals to address concerns and make recommendations.

MADONNA UNIVERSITY
Social Work Program

GRADING STANDARDS FOR FIELD PRACTICUM

A = Very Good. Represents work which frequently exceeds expectations. It implies that the student:

- Is always alert, active and makes original and pertinent contributions and shows evidence of a well-developed critical attitude and sound judgment
- Is prompt, neat in assignments and shows command of the English language and mastery of related subjects
- Gives evidence of superior aptitude, high originality and great ability to grasp and organize the subject matter of the course and apply it to other fields and to the problems of daily life.
- Frequently exceeds average requirements
- Is usually alert and active, showing some critical attitude and good judgment

B = Satisfactory. Represents work which meets expectations. It implies that the student:

- Performs the required assignments regularly
- Is attentive during work hours and gives adequate answers
- Is usually careful, neat and accurate in work
- Masters the facts or general principles of information given and grasps their more general significance
- Uses material from preceding courses, but needs additional assistance
- Exercises noticeable care in working on assignments and gives evidence of doing independent reading and research
- Is willing to learn and profit from directions and criticism.

C = Marginal. Designates work which frequently does not meet expectations. It implies that the student:

- Usually does the minimum requirements and merely grasps the basic material
- Occasionally misunderstands the assignments and may be careless in preparation of them
- Is willing but slow to comply with instruction and correction
- Seldom or never participates in discussion and gives regular answers when detailed questions are directed by the instructor or other students
- Has shown inappropriate behavior on a number of occasions as it relates to clients and/or staff
- Has been approached about their difficulty in grasping essential ethical questions
- Has difficulty understanding “boundary issues” with clients, etc.
- Has difficulty taking initiative and/or working independently.
- Often has difficulty carrying learning from one situation to another.

Note: A grade of “C” or better is required in SW 4800 - Field Practicum I; a grade of “B” or better is required in SW 4900 - Field Practicum II.

MADONNA UNIVERSITY
Social Work Program

EVALUATION OF STUDENT PERFORMANCE IN FIELD PRACTICUM

Student_____

Agency_____

Field Instructor_____

Semester/Year_____

This form is used to evaluate student performance in field for both semesters. It is assumed that the semesters build upon each other and relate directly to the student's Learning Plan. Please refer to the Learning Plan when completing the evaluation form.

This tool is a modification of a sample survey from:
Petracchi, H.E. & Zastrow, C. (2010). *Suggestions for Utilizing 2008 EPAS in CSWE-Accredited Social Work Baccalaureate and Masters Curriculum: Reflections from the Field, Part One – The Explicit Curriculum*, Journal of Teaching in Social Work, Vol. 30 (2).

Scale:

5	Consistently exceeds expectations
4	Occasionally exceeds expectations
3	Meets expectations
2	Occasionally meets expectations
1	Student consistently fails to meet expectations
N/A	Not applicable.

Core Competency #1: Identifies as a professional social worker and conducts self accordingly.

1.1	Knows the profession's history	5	4	3	2	1	N/A
1.2	Has a commitment to career-long learning and growth	5	4	3	2	1	N/A
1.3	Advocates well for client access to the services of social work	5	4	3	2	1	N/A
1.4	Practices personal reflection and self-correction to assure continual professional development	5	4	3	2	1	N/A
1.5	Attends well to professional roles and boundaries	5	4	3	2	1	N/A
1.6	Demonstrates professional demeanor in appearance	5	4	3	2	1	N/A
1.7	Demonstrates professional demeanor in communication	5	4	3	2	1	N/A
1.8	Uses supervision and consultation effectively	5	4	3	2	1	N/A
1.9	Is on time for field and scheduled appointments	5	4	3	2	1	N/A
1.10	Maintains scheduled hours as agreed upon	5	4	3	2	1	N/A
1.11	Completes tasks on time	5	4	3	2	1	N/A
1.12	Takes responsibility for preparing for supervisory meetings	5	4	3	2	1	N/A
1.13	Asks for help when needed	5	4	3	2	1	N/A
1.14	Demonstrates initiative and is able to work independently	5	4	3	2	1	N/A
1.15	Accepts responsibility for own actions and behavior within the agency context	5	4	3	2	1	N/A

COMMENTS:

Core Competency #2: Applies social work ethical principles to guide professional practice.

2.1	Is knowledgeable of, and abides by, the ethical standards of the profession	5	4	3	2	1	N/A
2.2	Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights)	5	4	3	2	1	N/A
2.3	Tolerates well ambiguity in resolving ethical conflicts	5	4	3	2	1	N/A
2.4	Is able to apply strategies of ethical reasoning to arrive at principled decisions	5	4	3	2	1	N/A
2.5	Respects and follows the principles of confidentiality	5	4	3	2	1	N/A

COMMENTS:

Core Competency #3: Applies critical thinking to inform and communicate professional judgments.

3.1	Is skilled in using critical thinking augmented by creativity and curiosity	5	4	3	2	1	N/A
3.2	Has good assessment skills	5	4	3	2	1	N/A
3.3	Has good problem-solving skills	5	4	3	2	1	N/A
3.4	Has good data gathering skills	5	4	3	2	1	N/A
3.5	Has good technology skills	5	4	3	2	1	N/A
3.6	Is skilled at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom	5	4	3	2	1	N/A
3.7	Is skilled at analyzing models of assessment, prevention, intervention, and evaluation	5	4	3	2	1	N/A
3.8	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1	N/A
3.9	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1	N/A

COMMENTS:

Core Competency #4: Engages diversity and difference in practice.

4.1	Treats diverse clients with dignity and respect	5	4	3	2	1	N/A
4.2	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	5	4	3	2	1	N/A
4.3	Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5	4	3	2	1	N/A
4.4	Recognizes and communicates understanding of the importance of difference in shaping life experiences	5	4	3	2	1	N/A
4.5	Views self as a learner and engages those worked with as informants	5	4	3	2	1	N/A

COMMENTS:

Core Competency #5: Advances human rights and social and economic justice.

5.1	Understands the forms and mechanisms of oppression and discrimination	5	4	3	2	1	N/A
5.2	Is skilled at advocating for human rights and social and economic justice	5	4	3	2	1	N/A
5.3	Is skilled at engaging in practices that advance social and economic justice	5	4	3	2	1	N/A

COMMENTS:

Core Competency #6: Engages in research-informed practice and practice-informed research.

6.1	Is skilled at using practice experience to inform research	5	4	3	2	1	N/A
6.2	Is skilled at employing evidence-based interventions	5	4	3	2	1	N/A
6.3	Is skilled at evaluating their own practice	5	4	3	2	1	N/A
6.4	Is skilled at using research findings to improve practice, policy, and social service delivery	5	4	3	2	1	N/A

COMMENTS:

Core Competency #7: Applies knowledge of human behavior and the social environment.

7.1	Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1	N/A
7.2	Is skilled at critiquing and applying knowledge to understand person and environment	5	4	3	2	1	N/A

COMMENTS:

Core Competency #8: Engages in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1	Is skilled at analyzing, formulating, and advocating for policies that advance social well-being	5	4	3	2	1	N/A
8.2	Is skilled at collaborating with colleagues and clients for effective policy action	5	4	3	2	1	N/A
8.3	Is knowledgeable about current social policies and services	5	4	3	2	1	N/A

COMMENTS:

Core Competency #9: Responds to contexts that shape practice.

9.1	Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	5	4	3	2	1	N/A
9.2	Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1	N/A

COMMENTS:

Core Competency #10:	**Engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.**

Engagement

10.1a	Is substantively and affectively prepared for action with: Individuals	5	4	3	2	1	N/A
10.2a	Families	5	4	3	2	1	N/A
10.3a	Groups	5	4	3	2	1	N/A
10.4a	Organizations	5	4	3	2	1	N/A
10.5a	Communities	5	4	3	2	1	N/A
10.6a	Is skilled at using empathy and other interpersonal skills	5	4	3	2	1	N/A
	What other interpersonal skills were developed?						
10.7a	Is able to develop a mutually agreed-on focus of work and desired outcomes	5	4	3	2	1	N/A
	Give examples:						

Assessment

10.8b	Is skilled at: Collecting client data	5	4	3	2	1	N/A
10.9b	Organizing client data	5	4	3	2	1	N/A
10.10b	Interpreting client data	5	4	3	2	1	N/A
10.11b	Is skilled at assessing client strengths and limitations	5	4	3	2	1	N/A
10.12b	Is skilled at developing mutually agreed-on intervention goals and objectives with client involvement	5	4	3	2	1	N/A
10.13b	Is skilled at selecting appropriate intervention strategies	5	4	3	2	1	N/A

Intervention

10.14c	Is skilled at implementing prevention interventions that enhance client capacities	5	4	3	2	1	N/A
10.15c	Is skilled at helping clients resolve problems	5	4	3	2	1	N/A
10.16c	Is able to develop skills to: Negotiate for clients	5	4	3	2	1	N/A
10.17c	Mediate for clients	5	4	3	2	1	N/A
10.18c	Advocate for clients	5	4	3	2	1	N/A
10.19c	Is skilled at facilitating transitions and endings/terminations	5	4	3	2	1	N/A

Evaluation

10.20d	Is skilled at: Critically analyzing intervention	5	4	3	2	1	N/A
10.21d	Monitoring intervention	5	4	3	2	1	N/A
10.22d	Evaluating intervention	5	4	3	2	1	N/A

COMMENTS:

FIELD INSTRUCTOR COMMENTS: Please expand or explain any rating for factors that you feel may need clarification. Also identify areas in which the student needs significant improvement.

Term I Recommended Grade _____ Term II Recommended Grade _____

Completion date of Term I with the completion of 200 hours: _____

Completion date of Term II with the completion of 400 hours: _____

Signature of Field Instructor_____ Date_____

STUDENT COMMENTS:

My Agency Field Instructor and Faculty Field Liaison have discussed this evaluation with me and I have received a copy.

I agree with the recommended grade_____ I do not agree with the recommended grade_____

Student Signature_____Date_____
Students who disagree with the recommended grade should explain in writing and submit a copy to the Agency Field Instructor, Faculty Field Liaison and Field Coordinator.

FACULTY FIELD LIAISON COMMENTS:

Term I Final Grade_____ Term II Final Grade_____

Faculty Field Liaison Signature_____ Date_____

MADONNA UNIVERSITY
Social Work Program

EVALUATION OF FIELD PRACTICUM BY AGENCY FIELD INSTRUCTOR

Please give your reaction to the following statements by circling the response that best corresponds to your opinion:

5. Strongly Agree (SA)
4. Agree (A)
3. Neither Agree/Disagree (N)
2. Disagree (D)
1. Strongly Disagree (SD)

Not Applicable or no basis for assessment (NA)

1. There was ample opportunity to confer with the student prior to the start of the field practicum in order to assure that mutual interests and needs could be met.	5	4	3	2	1	N/A
2. The University provided the agency with adequate information regarding the student to be placed.	5	4	3	2	1	N/A
3. The student seemed adequately oriented to the procedures and requirements of the field practicum.	5	4	3	2	1	N/A
4. I understood the University's expectations, goals and objectives for the field practicum experience.	5	4	3	2	1	N/A
5. There was a clear relationship between social work courses and student assignments to the field practicum .	5	4	3	2	1	N/A
6. The student and I arrived at a common understanding regarding the role of the student at the agency.	5	4	3	2	1	N/A
7. The academic curriculum seems to be adequately integrated with and supportive of the field practicum.	5	4	3	2	1	N/A
8. The Learning Plan and other required assignments helped me guide the student's learning experience in the field practicum.	5	4	3	2	1	N/A
9. The role of the Faculty Field Liaison was clear to me.	5	4	3	2	1	N/A
10. There was ample opportunity to meet or talk with the Faculty Field Liaison to discuss the student's learning experiences in field or to address concerns.	5	4	3	2	1	N/A
11. There was ample opportunity to meet or talk with the Faculty Field Liaison regarding evaluating the student's performance in field.	5	4	3	2	1	N/A
12. The visits with the Faculty Field Liaison were helpful.	5	4	3	2	1	N/A
12a. The Faculty Field Liaison visited this agency ____ number of times.	5	4	3	2	1	N/A

5. Strongly Agree (SA)
4. Agree (A)
3. Neither Agree/Disagree (N)
2. Disagree (D)
1. Strongly Disagree (SD)
Not Applicable or no basis for assessment (NA)

13. Overall, I am satisfied with the help and support I received from the Faculty Field Liaison.	5	4	3	2	1	N/A
14. Overall, I am satisfied with the Field practicum Program at Madonna University.	5	4	3	2	1	N/A
15. In general, this practicum experience helped the student practice the problem solving process with client systems.	5	4	3	2	1	N/A
16. In general, this practicum experience helped the student understand social and agency policy concepts.	5	4	3	2	1	N/A
17. In general, this practicum experience helped the student understand research and/or practice evaluation concepts.	5	4	3	2	1	N/A
18. In general, this practicum experience provided the student with an opportunity to practice the roles of a beginning generalist social work practitioner.	5	4	3	2	1	N/A
19. In general, this practicum experience helped the student understand the major concepts and principles of social work including the ecological perspective (person-in-environment); systems theory and a strength-based approach to working with client systems.	5	4	3	2	1	N/A
20. In general, this practicum experience helped the student understand the importance of social work values and ethics in practice.	5	4	3	2	1	N/A

Please indicate any specific comments and suggestions which you feel will be helpful to the Madonna University social work faculty regarding field practicum. Your responses will be kept confidential.

_____
Field Instructor Signature

_____
Agency

_____
Date

_____
Name of Faculty Field Liaison

Please return this completed form directly to:

Dana Holcomb, Faculty Field Liaison
Social Work Program - Gaylord
MADONNA UNIVERSITY

MADONNA UNIVERSITY
SOCIAL WORK PROGRAM

STUDENT FIELD PRACTICUM EVALUATION

Full Name of Agency_____

Agency Field Instructor_____ Term/Year_____

Please give your reaction to the following statements by circling the appropriate response that best corresponds to your opinion:

5. Strongly Agree	(SA)	2. Disagree	(D)
4. Agree	(A)	1. Strongly Disagree	(SD)
3. Neither Agree/Disagree	(N)	Not Applicable	(NA)

1. My field practicum was generally stimulating and often required me to think independently and creatively.	5	4	3	2	1	N/A
2. The tasks assigned to me were appropriately geared to my learning needs.	5	4	3	2	1	N/A
3. My previous social work courses, assignments, training and experiences helped prepare me for this field practicum.	5	4	3	2	1	N/A
4. Overall, my work in the field related to my social work courses.	5	4	3	2	1	N/A
5. I did not feel hampered because of my student status in the agency.	5	4	3	2	1	N/A
6. The morale of the agency staff had a positive influence on my work.	5	4	3	2	1	N/A
7. The policies and practices of the agency enhanced my ability to perform assigned tasks.	5	4	3	2	1	N/A
8. Generally, my personal values were consistent with those of the agency where I was placed.	5	4	3	2	1	N/A
9 Generally, my personal values were consistent with those of my field instructor.	5	4	3	2	1	N/A
10. In general, the location of the field practicum did not pose serious transportation problems	5	4	3	2	1	N/A
11. I was often encouraged to be innovative in my selection and use of various practice techniques.	5	4	3	2	1	N/A
12. Usually, I was assigned an appropriate amount of work.	5	4	3	2	1	N/A
13. As a result of this experience, I acquired knowledge that is relevant to my career goals.	5	4	3	2	1	N/A

14. The standards for student performance and evaluation were reasonable and clear.	5	4	3	2	1	N/A
15. Most of the time, my field instructor was available to me and gave assistance when needed.	5	4	3	2	1	N/A
16. Generally, I felt encouraged to make independent decisions and take initiative.	5	4	3	2	1	N/A
17. My field instructor was/is competent in teaching me social work practice skills.	5	4	3	2	1	N/A
18. The amount of supervision I received was adequate for my learning needs.	5	4	3	2	1	N/A
19. This field practicum was appropriate for me.	5	4	3	2	1	N/A
20. At a future date, I would consider working in this type of setting.	5	4	3	2	1	N/A
21. I would recommend this agency as field practicum for other students.	5	4	3	2	1	N/A
22. I would recommend my field instructor to other students.	5	4	3	2	1	N/A
23. Overall, I was provided with adequate opportunities to experience working with clients in all phases of the helping process (engagement, assessment, intervention and evaluation). Comments:	5	4	3	2	1	N/A
24. Overall, I was provided with adequate opportunities to work with client systems of all sizes (individuals, families and groups). Comments:	5	4	3	2	1	N/A
25. During the course of my placement I was provided with adequate opportunities to interact with the community. Comments:	5	4	3	2	1	N/A

26. During the course of my placement I was provided with adequate opportunities to interact with a variety of services, departments, programs, staff, etc. within my agency. Comments:	5	4	3	2	1	N/A
27. Overall, I was provided with adequate opportunities to experience a range of client problems, issues, and needs. Comments:	5	4	3	2	1	N/A
28. Overall, I was provided with adequate opportunities to interact with a variety of client systems from different cultural, ethnic, religious and socioeconomic class backgrounds. Comments:	5	4	3	2	1	N/A
29. Overall, this agency provided me with adequate opportunities to practice/experience generalist social work practice. Comments:	5	4	3	2	1	N/A
30. Overall, this agency provided me with adequate opportunities to learn/practice skills, knowledge and values that I learned in my course work. Comments:	5	4	3	2	1	N/A

You may use the back of this form to note any further comments you may have on the quality of your field practicum experience. This document is confidential.

_____

Agency

_____ _____

Student's Signature **Date**

Please turn this form in to your Faculty Field Liaison once it is completed. Thank you.

SECTION IIIV.

ASSIGNMENTS

MADONNA UNIVERSITY
Social Work Department

FIELD AGENCY SAFETY REVIEW
SW 4800/4900 – Field Practicum I and II

Instructions: During the initial weeks in a field agency students are to become familiar with various aspects of agency life that could impact on an individual's safety. Please review this form with your field instructor and address areas that may be of potential risk to your physical safety and health. Simply put the acronym "NA" if any items do not apply to your field experience setting. Submit the completed form to your field liaison.

Agency: _____ Date of Review: _____

Student: _____

I. Orientation

Does the agency have its own safety policies?	Yes	No
Does the agency have a safety orientation or training?	Yes	No
Are you familiar with the safety policies?	Yes	No
Have you participated in the safety orientation or training?	Yes	No
Have you discussed the issue of safety with your field instructor?	Yes	No
Have you and your field instructor reviewed the Madonna University Social Work Program's "Policy Related to Safety of Students in Field Placement?"	Yes	No

If not, what are the obstacles to you doing this? _____

_____

II. Environment

What is your initial reaction to the physical surroundings?	Safe	Unsafe
Is the agency well lit, both inside and out?	Yes	No
Is it well maintained?	Yes	No
Do the locks work?	Yes	No
Are windows secured?	Yes	No
Are stairwells free of obstruction?	Yes	No
Are the washrooms and out of traffic areas safe?	Yes	No
Are there fire procedures in place?	Yes	No
Does landscaping impair vision or conceal possible hiding places?	Yes	No
Is the parking lot well lit?	Yes	No

How can you deal with the trouble spots, if any exist? _____

_____

III. Travel

Is public transit accessible to your agency?	Yes	No
Is there an escort service available?	Yes	No
Does the area neighborhood present increased risks?	Yes	No

What special procedures or areas for parking does the agency provide to increase worker safety? _____

IV. Home Visits and Outreach Activities

Have you discussed home visits and outreach activities with your field instructor?	Yes	No
Will you be expected to use your own vehicle for these visits?	Yes	No
Will you be covered under agency insurance if you are using your own vehicle to do agency related work?	Yes	No
Is your field instructor aware that you may not transport clients?	Yes	No

What are your agency's specific safety procedures regarding home visits, outreach, and other activities?

Call-in procedure	Yes	No
Buddy system	Yes	No
Escorts	Yes	No
Activity logs	Yes	No

If other procedures are used, please explain: _____

_____

What are you expected to do if you find yourself in a situation with a potentially violent or threatening person? _____

_____

How are high-risk neighborhoods or areas identified?_____

_____

What safety practices are recommended for after hours or evening meetings? _____

_____

V. Health

Are there health risks in this setting? Yes No

What are those risks and what precautions are you taking? _____

_____

Is information and training made available on prevention, particularly from communicable diseases or infections or precautionary procedures? Yes No

Have you read available information on prevention and procedures for precautions/or viewed a video/or participated in a presentation? Yes No

VI. Reporting

Whom would you contact regarding the following:

A potentially violent client? _____

Unsafe physical surroundings? _____

Harassment by an agency staff person? _____

Exposure to a communicable disease? _____

A practicum related injury? _____

Assault in the agency by an unknown person? _____

Symptoms of a practicum related illness? _____

Harassment by your field instructor? _____

Threatening behavior by a client in their home? _____

VII. Overview

How would you rate the overall safety of this practicum? Circle one

Safe Somewhat Safe Unsafe

How would you rate your own preparedness at this time to participate safely in this practicum experience? Circle one

Safe Somewhat Safe Unsafe

Have you shared the results of this safety review with your field instructor? Circle one
Yes No

Please include any additional comments pertaining to safety that you want to share.

_____

_____

We have reviewed this completed form together and have addressed any noted safety concerns. We have also reviewed and are familiar with the Social Work Program "Policy Regarding Student Safety in Field Practicum" located in this *Manual*.

Student's Signature:_____ _____
Date

Field Instructor's Signature:_____ _____
Date

PROCESS RECORDING EXERCISE
SW 4850 and SW 4950

This assignment relates to Course Objectives 4, 5, 7
This assignment relates to Practice Behaviors 4B, 4D, 7B, 10A1-2, 10B1

PROCESS RECORDINGS

A process recording is a verbatim account of an interview that gives the student, the Field Instructor, and the Faculty Liaison an opportunity to examine interviewing and intervention skills. The format for a process recording and an example of a recording follow these general instructions. Since it is necessary for the Field Instructor to review and comment on the process recording before the due date, the student is strongly advised to complete it and turn it in to you at least one week before it is due.

WHAT IS A PROCESS RECORDING?

Process recordings are detailed accounts of interviews conducted by the social worker with a client. They should include the relevant interactions, the meaning of the interactions, the feelings (verbal and nonverbal), the relationship developed with the client, and any additional information that will provide understanding of the situation. In addition to an account of the interaction, the student should also provide an evaluation of the meaning of the process. Client affect is an important part of this communication. The process recordings are to be typed before submitting to the Field Instructor. The same precaution to guard confidentiality of the consumer should be used as in other assignments. Process recordings contain the following elements:

- Identifying information: The name of the worker or student, the date of the interview, and the client's pseudonym. Also state the purpose of the interview;
- A word-for-word description of what happened, as well as the student can remember or by using audio or video tapes;
- A description of any action or nonverbal activity that occurred;
- The student's feelings and reactions to the client and to the interviews it takes place. This requires that the recorder put into writing his/her unspoken thoughts and reactions as the interview is going on;
- The student's observation and analytical thoughts regarding what has been happening during the interview. Most experienced interviewers think constantly during an interview --"What should I do next? I wonder how it would affect the client if I said such-and-such? Why is s/he acting this way? I wonder what s/he really meant by that statement? That seems to contradict what s/he told me earlier. S/He said he felt happy but s/he certainly didn't look it." In process recording, all these silent thoughts are put into writing;
- A "Summarization" or paragraph on the worker s' impressions at the end of the process recording. Here the worker should summarize his/her analytical thinking about the client and the interview/session, and any insights about their working relationship.

Why do we use them?

1. To assess what is and what is not important when writing summary case notes from a session.
2. To analyze what we see, hear and feel taking place in a session.
3. To gain feedback from the supervisor.

Process Recording Format:

Field Instructor Comments	Content-Dialogue	Gut-Level Feelings and Thoughts
In this column the field instructor can make remarks regarding the interaction or feelings that have been recorded.	Recording word for word what happened during the interview, including verbal and nonverbal communication. Be certain to include third person participants, interruptions, and other occurrences that were not part of the planned identify interview.	Opposite the dialogue, record how you were feeling as he/she activity or verbal interchange was taking place. Use it to and give insight to your feelings. Be as open and honest as you can and don't worry about using professional language – tell it you feel it.

EXAMPLE OF A PROCESS RECORDING

LaKeitha N. is a 20 year old African American single mother of two children: Carl, age 2, and Roslyn, 9 mos. She was referred to the PQR agency by the Texas Department of Protective and Regulatory Services. The reason for referral was to provide in home support for LaKeitha who is considered to be potentially neglectful of her children. The client and her children live with LaKeitha's mother, father and two sisters, ages 17 and 15. Their home is a small, three bedroom house in rural Hays County. It needs paint and is in a state of general disrepair. The following interview was the worker's first with the client, and was conducted during a home visit.

Field Instructor Comments	Dialogue	Feelings (F) / Thoughts (T)
	W: Hi, are you LaKeitha? (she met me on the dirt road outside her house)	(F) Nervous-- Not sure how to start
	L(LaKeitha) Yeah.	
	W: I'm Rebecca Brown--- I called you from the PQR Agency.	
	L: Yeah -- come on this way.	(F) Scared -- I don't think she wants me here.
	L: Carl get out of that water! (Shouting at a small child playing in the yard.)	
	W: Is that your son?	
	L: Yeah -- he can be a real pain.	(T) She doesn't seem intimidated by my visit.
	(She took me into the house and we sat down. The couch was stained and the living room was strewn with toys and magazines, the TV was on.)	(F) Uncomfortable.

Field Instructor Comments	Dialogue	Feelings (F) / Thoughts (T)
	W: I'm your new worker from the PQR Agency. As I mentioned on the phone, TDPRS has asked us to see if we could help you with some of the problems you are having in your life, right now	(T) Where do I begin?
	L: The only problem I really have is that I wish you social workers would leave me alone and mind your own business.	(F) Nervous (T) She seems really angry. What do I say now?
	W: Its really hard to have to talk with strangers about personal things.	(T) Respond to her feeling.
	L: It's really hard to put up with a bunch of nosy busy bodies who don't know what they are doing!	(T) She feels out of control.
	W: You are worried that when workers come into your life that they will judge you and do something that will hurt you.	(F) Compassion.
	L: It's not easy being a single parent -- and having to live in this mess.	(T) I've made contact - stay with her.
	W: You have a hard life and its frustrating because you can't seem to find a way out of your situation.	(F) Excited -- I think I'm starting to personalize the problem.

Summarization: This is your brief assessment of the session and the client's situation. Be objective in your statements and give your impressions of the strengths and areas in need of development for both the client and the worker.

(Format adopted from Texas State University – San Marcos 0910)

COMMUNITY MAPPING

SW 4850

This assignment relates to Course Objectives 4,5,6,7.
This assignment relates to Practice Behaviors 3C, 4A, 4C, 4D, 5A, 7B, 10B1-2.

Format:
Typed; double-spaces; 5 pages long (does not include cover page); title page; use contents as organizing dividers for headings; reference page. Information can be found through interviews, reading of agency materials such as annual reports, grant proposals, etc. and from community service directories.

Contents:
Based on the location of your practicum agency and the target population served, it is up to the student to find out who is served, how they are served and why definitions or boundaries are needed. Overlaps or gaps in services to the target population should be investigated. Described the agency where your practicum is located.

1. What is the mission statement of the agency?
   Is your agency a multiservice agency or does it have a "one issue" focus?
   State the types of services your agency provides and who it provides for (i.e. case management with developmentally disabled; substance abuse service to pregnant women; foster care with abused children.)

2. In what service area is your practicum?
   What is the responsibility of your specific department or division?
   What is your role?

3. Described the geographic region the agency is located in (city, population, poverty rate, demographics, etc.)
   How does this compare to the population you serve?

4. How does your agency define the clients you serve?
   Is it geographically, by type of client, etc.?
   What are the eligibility requirements for service?
   Why were these eligibility requirements put in place?

5. Do clients have other choices for services?
   What other resources/agencies could these clients benefit?
   Are there service overlaps/shortages?
   How do you determine what services best suit the client?

6. After completing this investigation, what suggestions would you offer to the agency or the surrounding community on collaboration or expansion of services?

AGENCY POLICY WATCH

SW 4850

This assignment relates to Course Objectives 1, 4, 5.
This assignment relates to Practice Behaviors 2C, 3C, 4C, 5B, 5C, 7 B, 8A, 8B, 10D

Format
Typed; double-spaces; title page; 5 pages minimum (does not include title page and reference page); use the contents as organizing dividers for headings; reference page.

Preparation
Interview the CEO or someone in your agency that is involved in advocating for the agencies interests at the political level.

Contents

1. What policy is your agency watching or actively involved with at this time. How long have they been monitoring this policy?
    a. Name of policy.

2. Why is it important? Analyze the policy.

3. What does your agency expect to gain or lose with this policy?

4. Does this policy advance the social well-being of the clients?

5. Who are the political players involved in this policy? Who is for it and who is against it? Why?

6. Are there outside groups actively involved with the policy? Who and why?

7. Has anyone evaluated the expected intervention outcomes of this policy? Are they positive or negative?

8. Is the agency collaborating with colleagues and clients for effective policy action? Why or why not?

MARTIN LUTHER KING EVENT: REACTION PAPER

SW 4950

This assignment relates to Course Objectives 4, 5.
This assignment relates to Practice Behaviors: 3C, 4A, 4C, 4D, 5A, 5B, 5C.

Format

Typed; double-spaces; title page; table of contents; 5 pages maximum (does not include title page); use the contents as organizing dividers for headings; reference page (if applies).

Preparation

Student will develop a Martin Luther King Jr. Day presentation/event. The presentation can be developed in a group or individually. The presentation can be at your placement or elsewhere. All ideas and groups must be OK'd by instructor.

Contents

1. What is the topic of the presentation/event? Why did you pick this topic?

2. What were your thoughts/impressions of the presentation/event?

3. How have participation in this event affected your feelings/attitudes as it relates to social justice?

4. What idea/concept fact stands out for you and why? How has this affected your personal and professional growth?

5. How do you feel this relates to Social Work as a profession?

CASE STUDY PRESENTATION

SW 4950

This assignment relates to Course Objectives 3 and 7.
This assignment relates to Practice Behaviors 3A, 6A, 6B, 10A1-3, 10B1-4, 10C1-5, 10D1.

Format

Typed; double-spaced; title page; table of contents; reference page, if applies; not less than 8 pages (does not include title page or table of contents page). Confidentiality must be upheld; must be in your own words. No case material directly from your agency. Use the contents as organizing dividers for headings.

Preparation

1. Choose a case from the agency about which you have considerable knowledge.
2. This case should be one in which you had direct and sustained involvement and illustrated the kind of activities that you were involved.
3. It should be a case that you worked with for several weeks or one that has been services to such an extent that you are able to evaluate progress toward achievement of the goals of the change effort. Do not use any identifying information.
4. Be prepared to discuss your case study including your intervention plan with the class.

Demonstrate the ability to implement the planned change process components (engagement, assessment, intervention and evaluation) through effective interpersonal skills with one of the following clients: individual, family, group, organization or community. Write in detail how you accomplished each section of the planned change process.

1. Engagement plan
   1. Substantively and affectively prepare for action with client
   2. Use empathy and other interpersonal skills
   3. Develop a mutually agreed-on focus of work and desired outcomes

2. Assessment plan
   1. Collect, organize, and interpret client data
   2. Assess client strengths and limitations
   3. Develop mutually agreed-on intervention goals and objectives
   4. Select appropriate intervention strategies

3. Intervention plan
   1. Initiate actions to achieve organizational goals
   2. Implement prevention interventions that enhance client capacities
   3. Help clients resolve problems
   4. Negotiate, mediate, and advocate for clients
   5. Facilitate transitions and endings.

4. Evaluation plan
   1. Critically analyze, monitor, and evaluate interventions

PERSONAL ASSESSMENT

SW 4950

This assignment relates to Course Objective 8.
This assignment relates to Practice Behaviors 1B, 1E, 2A.

Format
APA style; typed; doubled-paged; title page; 5 page minimum; use the contents as organizing dividers.

Contents
It is my hope that you can utilize this assignment in order to fully inventory and assess your strengths and limitations as a beginning level generalist social worker. Please respond to each of the following in your paper:

- What value changes have you made while in the program? Were any other values questioned? Challenged? Validated?

- How do you see your value system coinciding with that of the social work profession? How do you see it as differing?

- What personal growth have you experienced during your time in the program? Please describe. I am not concerned with the catalyst for this growth, it may not be specifically related to the curriculum, yet it may be relevant. We learn life lessons in many different ways!

- What do you see as your greatest strengths and assets as a beginning social worker? Consider both knowledge and skills in your response. Be specific.

- In what areas do you see that you need to further develop skills or gain knowledge? How and when do you anticipate doing this?

- How do you see social work "fitting" into your life plans? If applicable, what facets or tasks are of interest to you?

- Overall, assess your competence as a worker in a beginning level position. Keep in mind that you may feel quite competent in some areas/positions and incompetent in others. If so, please elaborate.

INTEGRATIVE ASSIGNMENT-FIELD PRACTICUM
SW 4950

The Integrative Assignment is the equivalent of the Social Work Department's Senior Level Comprehensive Exam. The assignment allows students to focus on their learning experience within the Social Work Program by asking them to integrate theoretical **knowledge**, **values** and **skills** learned in course work with their experiences in field practicum.

This assignment relates to Course Objectives 1, 2, 3, 4, 5, 6, 7.
This assignment relates to all of Practice Behaviors and looks at how the student is able to synthesize them within the social work curriculum and field practicum.

Format

APA style; typed; double-spaced; title page; reference page, if applies; not less than 20 pages (does not include title page); use the contents as organizing dividers.

Contents

Students must address the following points in the paper. Related readings and assignments that were presented in other classes in the curriculum are used to help students develop their responses and to help integrate all aspects of the curriculum into the response. Based on the students' field practicum experiences, the Integrative Assignment requires students to assess the following major areas of generalist practice. Be sure to identify which areas you developed your **knowledge, values, and skills**. The outline and structure of the paper is as follows and mirrors the "Learning Plan":

1. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Describe in detail how you have practiced these social work behaviors by demonstrating the following:
    - Advocate for client access to the services of social work
    - Practice personal reflection and self-correction to assure continual professional development
    - Attend to professional roles and boundaries
    - Demonstrate professional demeanor in behavior, appearance, and communication
    - Engage in career-long learning
    - Use supervision and consultation

2. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the vale base of the profession, its ethical standards, and relevant law. Describe in detail how you have practiced these social work behaviors by demonstrating the following:
    - Recognize and manage personal values in a way that allows professional values to guide practice
    - Make ethical decisions by applying standards of the NASW Code of Ethics
    - Tolerate ambiguity(uncertainty) in resolving ethical conflicts
    - Apply strategies of ethical reasoning to arrive at principled decisions

3. Social workers are knowledge about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Describe in detail how you have practiced these social work behaviors by demonstrating the following:
    - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
    - Analyze models of assessment, prevention, intervention, and evaluation
    - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Describe in detail how you have practiced these social work behaviors by demonstrating the following:
    - Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
    - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
    - Recognize and communicate their understanding of the importance of difference in shaping life experiences
    - View themselves as learners and engage those with whom they work as informants

5. Each person, regardless of position is society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Describe in detail how you have practiced these social work behaviors by demonstrating the following:
    - Understand the forms and mechanisms of oppression and discrimination
    - Advocate for human rights and social and economic justice
    - Engage in practices that advance social and economic justice

6. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Describe in detail how you have practiced these social work behaviors by demonstrating the following:
    - Use practice experience to inform scientific inquiry
    - Use research evidence to inform practice

7. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Describe in detail how you have practiced these social work behaviors by demonstrating the following:
    - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
    - Critique and apply knowledge to understand person and environment

8. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Describe in detail how you have practiced these social work behaviors by demonstrating the following:
    - Analyze, formulate, and advocate for policies that advance social well-being
    - Collaborate with colleagues and clients for effective policy action

9. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the content of practice is dynamic, and use knowledge and skill to respond proactively. Describe in detail how you have practiced these social work behaviors by demonstrating the following:
    - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
    - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

This assignment is considered a "capstone" of the curriculum and is the primary mechanism for assessing the student's capacity for integrating the skills, knowledge and values taught throughout their course work with direct practice with client systems.