Department of Social Work & Youth Services

Bachelor of Social Work Field Education

Policy Manual

UPDATED: March 2021
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Disclaimer

The Bachelor of Social Work Field Manual, Saginaw Valley State University Department of Social Work & Youth Services, is not an irrevocable contract between the student and the University of Department. The Department of Social work & Youth Services reserves the right to make changes to curriculum, policy, and/or the program at any time during the student’s attendance

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Introduction

This manual provides information about the BSW program in the Department of Social Work & Youth Services and how it relates to field education. This material is provided to assist field instructors in understanding the process of field education. Field instructors should familiarize themselves with the information and policies contained in this document. Questions about these policies may be directed to the Bachelor of Social Work Program Director, the chair of the Department of Social Work & Youth Services, the Field Education Coordinator, or the student’s assigned faculty advisor.

The Need for Experiential Learning in Social Work

“Teach you? I cannot teach you. Go, experience for yourself” ~ Gautama Buddha

Experiential education is recognized as an essential component in education at all levels. There are several reasons for this: The influx of adult learners in higher education has forced educators to take students' past experiences and knowledge into account when preparing curricula. There is an increased demand to use previous knowledge and experience in new and different ways (Lewis & Williams, 1994). Experiential education differs from classroom learning because it reverses the sequence of how one learns. In a classroom lecture, information is presented to the student, who must organize the information, assimilate it, and "learn" it by acting on it in some way. “Experiential education takes just the reverse track. The learner is presented with the opportunity to carry out an action and see the effects of that action. This reversal is extremely important, as it is the basis for a level of intrinsic motivation and learner-centered responsibility that is difficult to achieve through the use of traditional methods (Gager, 1982, pp. 31–32).”

Philosophy

Field education, whether at the undergraduate or graduate level is often considered to be the heart of social work education. Essentially, field education allows the student to integrate course content and practical experience. Field education agencies are “training sites” that provide a field instructor who will support and guide a student in developing skills and knowledge congruent with the student’s learning plan. Field education allows students the opportunity to engage with clients, agency staff, and community partners on multiple levels. Students also apply their developing knowledge of oppression, diversity, social justice, and privilege to their experiences and examine how these issues surface in real-life contexts. Additionally, social work field education provides a venue for further development of cultural competence and self-awareness.

It is the intention of Saginaw Valley State University Department of Social Work & Youth Services to provide our students with the best possible experience during the field education phase of their program. In order to accomplish this, it is essential that high-quality institutions, capable of providing equally high-quality supervision, be utilized as off-campus learning environments. It is imperative that a mutuality of understanding exists among all parties concerned: the agency, the university, the field instructor, the faculty, and the student.

Students arrive in the field prepared to be regularly evaluated in terms of their performance in field placement, and their impact on the agency and client systems. Being receptive to feedback and embracing change are additional key areas of learning that students benefit from during the field experience. It is important for the field instructor to provide a critique of the student’s work so that the student can continue to grow their skills and knowledge. Feedback is best received when it is well timed, when it relates specifically to the student’s learning goals, and when it focuses on behaviors rather than personality. Field education is a learning opportunity, so it is often helpful to identify areas of strength and areas that require further work.
Students should be active participants in their supervision sessions. Supervision should help the student to engage in reflective practice and generate deeper self-awareness and insight.

We believe that supporting field instructors to become confident and comfortable in their abilities as supervisors for our students is critical. Evidence suggests that many social workers have little preparation for assuming the role of a field placement supervisor and may have little supportive assistance from within their organization as they take on this role (NASW, 2003). This manual is intended to provide field instructors with the information they are most likely to require. However, the Office of Field Education is also available to address any additional needs, questions or concerns field instructors may have.

It is important to have boundaries around supervision and to be clear that supervision is not therapy. At the same time, field instructors are encouraged to be warm and empathic with their students.

Field instructors are encouraged to respect the difference and diversity of their student, and to find the time and energy to provide constructive feedback on a regular basis. It is recommended that a time is scheduled every week for supervision and that a focus or agenda for each supervision session be planned in advance.

Indeed, effective field instruction involves a high level of commitment and formality. Field instructors are encouraged to familiarize themselves with SVSU Department of Social Work & Youth Services field education policy manual and the sections of the Code of Ethics that pertain to supervision and education. Furthermore, field instructors are encouraged to document their field instruction activities and to be mindful that responsibility for services students provide to clients is shared between the student and the field instructor. Field instructors should take the necessary precautions to guard against conflict of interest and dual relationships. The content of supervision should have a primary focus on the student’s performance and professional development. It can be useful to use tools for supervision including: case recordings, written reflections, process recordings, shadowing, and role play.

The student is taught that their educational objectives are to be their primary concern during their field placement. However, the Department also aims for our students to be proactive and helpful in working with the agency to meet its goals and fulfill its responsibilities to clients and the community.

Nonetheless, issues in field education may emerge. Supervisors are sometimes prone to feeling caught in the middle between the student’s priorities and the agency’s priorities or may struggle to find a balance with the volume of their workload and their teaching and supervision commitment.

Communication is central to resolving such dilemmas. Students aim to perform well and to receive your recommendation by the end of their field placement. It is always helpful to specify for the student from the beginning of the placement what it will take for them to meet expectations and what your priorities are for the coming days, weeks, and months.

**BSW Field Education**

The BSW field education program is designed to provide students with the opportunity to apply knowledge, values, and skills gained in the classroom to agency-based practice experience. This experiential model allows students to integrate theory with practiced-based learning in settings like those in which they will be employed after graduation.
Field education is our signature pedagogy. Faculty efforts are focused on preparing students for successful completion of the field education program. The curriculum leads students through progressively complex learning and application of concepts with the aim of readying students for generalist professional practice. At the end of the program, students are expected to demonstrate competence at the generalist level in an agency setting under the supervision of a field instructor.

Social work field education is the capstone of the Bachelor of Social Work degree program. Field education entails a two-semester agency-based social work experience in an approved community agency. Students in social work field education are placed in an agency for two semesters and are supervised by an agency staff member, preferably an MSW, who is authorized to provide instruction by the University and the Office of Field Education.

The BSW field education program includes a series of academic courses that include written assignments, in addition to the agency practice component. In order to integrate the concepts covered in the practice courses, field education courses are taken during Fall and Winter semesters concurrently with practice, policy, and seminar courses. Courses are designed to connect classroom learning with the field experience by giving students the opportunity to apply social work theories, critical thinking, policy practice, and research to the agency setting.

Students in field education are required to complete 15 hours per week in the agency placement for 15 weeks in Fall semester and 15 weeks in Winter semester. Students apply the knowledge, skills, and values they have been learning in campus-based courses to actual practice in work with assigned client systems. Agency-based field instructors provide a minimum of one hour per week of direct supervision, arrange for students to be supervised in assigned tasks, and complete an evaluation of the student at the end of each semester in field placement.

Students enrolled in field education courses are evaluated by several methods. Field instructors provide weekly feedback regarding student performance in supervision meetings, as well as a written evaluation at the end of each semester. Students are evaluated on the basis of attainment of their field placement competencies and practice behaviors, their general ability as based on the program’s objectives, and personal and professional development standards. Students in field placement are also evaluated by their faculty liaisons, who meet with them both in the field, in conjunction with their field instructors, and at the university, and who review and evaluate required written assignments. At the end of each semester of field placement, student grades are assigned based on the final written evaluations of the field instructors (75%) as well as the students’ written work as evaluated by the faculty liaison (25%).

Social work students must complete all prerequisite social work courses prior to entering field education. These include the Interdisciplinary Prerequisite Courses and SW 215, 300, 316, 318, 320, 329, and 330. Students must complete a total of 450 hours of supervised agency-based field experience within the program without exception. In addition to the agency-based field experience, all students must complete on-campus class meetings, interprofessional education experiences, and written assignments submitted to assigned faculty liaisons or the Office of Field Education. Students complete their capstone year of the BSW degree by taking Field Work Placement I (SW483) in the Fall semester concurrently with SW 401 (Practice II) and SW 403 (Policy II). In the Winter semester Field Work Placement II (SW484) is taken concurrently with SW 402 (Practice III) and SW 485 (Senior Seminar). Co- requisite courses include assignments that students will be expected to complete in or apply to their field experiences. Appendix F include Syllabi for field courses.

**BSW Field Education Objectives**
Students will be able to:

- Operationalize the nine competencies for social work practice, as defined by the Council of Social Work Education, and implemented by the Bachelor of Social Work program of the Social Work Program in their field placement and course work.
- Integrate classroom learning and apply this learning to service delivery situations
- Become actively identified as a social work professional.

These objectives are achieved in an orderly and planned process which involves the field instructor and student engaging in the following tasks:

- Assessing the student's learning needs
- Determining the extent to which the agency and field instructor can meet those needs
- Designing a direct service educational experience to help the student meet those needs which reflects the execution and completion of the program objectives, and, also practice competencies found below
- Providing students with feedback and guidance on performance through regular structured conferences, analysis of recording, attendance at staff meetings, attendance at staff development meetings, and other appropriate mechanisms

The two placement semesters are viewed together as one extensive learning experience, guided by the same general program objectives and tasks. It is expected that throughout the two semesters the learning experiences will be progressive and developmental in nature. That is, assignments should not merely be a repeat of what the student has already been doing but should continually challenge the student to acquire new knowledge and to develop and apply new skills.

By the time they have completed the senior field experience placement; students should have developed and implemented the following competencies as outlined by the Undergraduate Social Work Curriculum Development Project. Thus, these competencies are viewed as specific objectives to be accomplished throughout the academic year.

**Criteria for Admission to Field Education**

No student will be allowed to enter the field education sequence until they have met the following criteria:

- Acceptance into the Social Work Major
- 2.5 GPA
- Completion of at least 100 credit hours before Fall Semester of the senior year
- Declaration of Minor or Interdisciplinary Major (or Dual Major) to the Registrar
- General Education Requirements Completed before entering Fall semester of the senior year
- Any Certifications including the Child Welfare Certificate or Juvenile Delinquency Certificate, declared with the Registrar

When students meet all requirements noted above, the student prepares for the Field Confirmation process by gathering the following documentation/information.

- A Course plan, specifying any Spring or Summer classes required to complete the following:
  - General Education Requirements
  - Social Work Electives
o Minor or Interdisciplinary Major (or Dual Major) Requirements
o Social Work Major courses, not including Senior Year

- Current Degree Audit, including the following:
  o Final Grades from Fall Semester, with Winter courses In Progress
  o Minor/Interdisciplinary Major/Dual Major visible on audit
  o Any intended Certifications visible on audit

The Office of Field Education will review all student applications and verify student eligibility for field education. When a student does not meet one or more of the criteria, the field office contacts the student to inform the student of the deficiency, then meets with the student to develop a remediation plan.

Field Placement Process

Field Education Confirmation
In the Winter semester prior to the beginning of a student’s field education year, she / he should submit a field confirmation application and course plan stating their readiness to enter field education to the field office. This confirmation is reviewed by the field office staff. Field confirmation requirements include acceptance into the Social Work major, 2.5 GPA, completion of 100 credits before Fall semester of senior year, declaration of a minor or dual major to the registrar, general education requirements completed before entering Fall semester of senior year, and confirmation of any certificate program declared with the Registrar Office. Students who have completed 100 credits by the beginning of the Fall semester of the field placement year will be given priority in entering field education.

Field Placement Orientation
During first 5 weeks of winter semester, a general information session is held for the purpose of communicating the goals and objectives of the field education program to interested students. However, only those students who have been formally admitted to the social work major and have completed all of the required courses as stated in the SVSU catalogue are eligible for field placement.

There is a limit in regard to admission per academic year for the field placement courses. Seniors are given priority status in regard to the selection of eligible students. An orientation is conducted by the Field Office for those students who are eligible for field placement for the next academic year.

Agency Field Placement Day
Following the orientation session, each Spring most of the approved placement agencies come to campus to discuss placements in their agencies. Agencies unable to attend may indicate a willingness to accept students if contacted. The student prepares a résumé and must attend Field Placement Day. Students and agency representatives share and discover information about each other. Each student leaves a list of placements in which he/she is interested with the Field Placement Coordinator who conducts agency field placement day. Students interview with agency personnel from Field Placement Day until the end of May. Students must request to be accepted for placement and the field instructor must agree to accept him or her.

Field Assignment
When an agreement is reached between the student and the field instructor to pursue a field placement, they fill out a Field Placement Contract and the student submits an electric copy to the Field Placement Coordinator. The Coordinator consults with the student’s Faculty Advisor regarding the student’s learning needs and any concerns regarding the appropriateness of the field setting the student has identified. If there
are any concerns, the Faculty Advisor contacts the student to discuss those concerns. Students are assigned with the approval of both the Agency and the Field Placement Coordinator.

**Supervision**
Once a student placement is agreed to and placement begins, it is necessary that the field instructor be committed to helping the student develop skills, a professional image, and an ethical, professional concern for clients. The field instructor develops and supervises student assignments and needs to be available for at least one hour a week for a supervisory session.

**Agency Visits**
There is no absolute number of visits to agencies by faculty liaisons that is the “right” number of visits. This depends in part on how much “liaisoning” is needed, in part on whether or not problems emerge, and in this age of rising transportation costs, in part, on the distances involved.

As a general guideline, two in-person contacts is the minimum acceptable number over two semesters/sessions. If an experienced field instructor is familiar with our program, and attends on-campus meetings, there may be a need for only two agency visits, one at the end of each semester. New field instructors who have experience would probably receive three or four visits over two semesters, in addition to attending on-campus meetings. A field instructor with no previous experience may have more frequent visits from a faculty liaison over the course of an academic year. In all cases, discussion should be held, with the student, the faculty liaison and the field instructor participating to determine the right number of visits in each instance. When few in-person contacts occur, the faculty liaison and field instructor should maintain contact by phone. Sole reliance should not be placed on the student for communication.

**First Semester-Field Education**

Students should have the opportunity to work with individuals, families, small groups, and the community at the micro, mezzo, and macro levels. Furthermore, the experience is to be an active one and not mainly observation or clerical work. The following are suggested areas of participation and the field instructor should feel free to function creatively in developing other education experiences.

- Having ongoing, direct service responsibility for individual clients, families, or groups;
- Reading records to become familiar with the work of the agency;
- Learning agency procedures, forms, statistical methods, etc.;
- Contacting other agencies regarding client;
- Visiting other agencies to better understand their function;
- Participating in the intake process;
- Attending staff meetings;
- Leading or co-directing a group;
- Attending board meetings
- Observing a court hearing;
- Attending community hearing when they apply to the agency;
- Acting as a mentor
- Escorting clients to doctor visits, clinic appointments, etc.;
- Recording observations;
- Case recording;
- Taking a psycho-social history;
Second Semester-Field Education

In the second semester of placement, the following is expected:

- Direct service responsibilities are to constitute the major portion of the student’s assignment. Those experiences provided in the second semester build upon the learning that took place in the first semester placement and in classes.
- Opportunity is to be provided for as much new learning as possible along with reinforcement of old learning. It cannot be simply a repeat of the first semester placement.
- The one hour per week supervision between student and field instructor is to be planned in advance with both student and field instructor submitting agenda items. The supervision meeting should be focused on the student’s learning and professional development needs and will usually deal with some aspect of the student’s service responsibilities and/or conduct.

In the second semester of placement the field instructor is expected to help the student increase his/her learning as follows:

Agency Operations
- Structure, service delivery mechanisms, professional and nonprofessional roles, funding, communications mechanisms, decision making mechanisms, accountability.
- The agency and its programs as part of a service system, with whatever strengths and weaknesses exist in that system.
- How clients were obtained, what happens to them when they are there, where they go and when they leave.
- Identifying and appropriately using community resources.
- Agency internal complaint machinery and client advocacy procedures.

Social Work Knowledge and Skill
- Shift in emphasis from identifying needs and data gathering to assessment, establishing goals and objectives, selecting and carrying out interventions, feedback and evaluations.
- Continued development of data gathering/social study/fact finding skills.
- Increasingly purposeful use of self in the helping relationship. There should be a decrease in randomness and few things should happen by chance.
- Continued development of observations, listening, communication and interview skills.
- Continued demonstration of competence in relationship skills and ability to involve clients in the helping process.
- Continued development of awareness of advocacy as a legitimate part of social work practice and an increasing concern about equality of service, client rights, ethical conduct, and similar issues.

Professional Attitudes and Values
- Emphasis on how such professional values as respect for client's dignity and individuality, confidentiality, etc., are expressed in practice.
- Professional conduct as exemplified by field instructor model and by contact with other staff.
The learning which takes place during the first and second semesters must always relate to the program objectives and competencies. These objectives are the foundation of the knowledge which should be acquired to become an entry level social worker at the baccalaureate level.

At times, field instructors may experience uncertainty in assessing students in baccalaureate programs if they did not graduate from a BSW program and are not as familiar with the undergraduate curriculum. However, as long as the field instructor remembers that the BSW degree is generalist in nature which prepares students for entry level practice in a variety of social services organizations, they should be able to design appropriate learning experiences and evaluate student performance. Field instructors are encouraged to contact their faculty liaison to discuss these matters as needed.

**Personal and Professional Development**

Students must aim to achieve a level of maturity and of ethical principles that are in accord with their professional responsibilities. Self-understanding, self-acceptance and acceptance of others are required in the helping professions. These qualities can be demonstrated by such things as students' awareness of the client's perception of them (including their dress); the ability to cooperate with clients and with other staff; and through the productive use of supervision. They must also demonstrate respect for the individual's right to self-determination and the ability to work with people, not for people; the ability to see each person as an individual, the willingness to recognize their own personal limitations, and openness to new ideas.

Professionalism requires taking the responsibility for one's own work, as demonstrated by the ability to plan one's own work load effectively. Students must work collaboratively with others and participate appropriately in conferences and staff meetings. Preparation of written reports and appropriate case recordings, along with dependability and punctuality are also expected professional responsibilities.

Students develop an understanding of the helping relationship through experience, as well as skills and self-discipline in its use. They develop the skills to initiate contact with a client system; to maintain rapport without sacrificing focus or limits; to terminate the relationship with an evaluation of their actions and those of the client system; to handle relationships with persons from a variety of age, sex, ethnic/racial and socio-economic backgrounds; to assist client systems in making plans and to modify them when necessary.

**Professional Conduct**

Students in field education are expected to demonstrate professional behaviors. Unprofessional behaviors will be subject to referral to the College of Health and Human Services Professional Conduct Committee. Failure to fulfill outcomes of a referral to this Committee may result in dismissal from field education.

Students are expected to continue to meet the Admission and Retention Criteria for the Social Work Department as described in the SVSU Catalogue and the BSW Student Handbook. Students are expected to abide by the NASW *Code of Ethics* at all times including in class and in field placement. Failure to meet the Admission and Retention Criteria, to abide by the *Code of Ethics*, or meet the expectations for professional conduct may result in suspension or dismissal from the Social Work Major.

**Evaluation**

Evaluation for students in the social work program is ongoing and reflects the overall goals of the Program as well as the specific Field Placement Program objectives, tasks, and competencies and personal and professional
development characteristics as stated in the SVSU catalogue and this manual. Evaluation of student performance begins in the introductory course, SW 215, Introduction to Social Work/Social Welfare as based on the academic and volunteer placement performance of the student. Only after the student is admitted to the major and completes the required courses, is the student eligible for the field placement experience. Evaluation of student performance in the field placement courses is based on the following.

Any student or field instructor who has concerns about the placement, learning opportunities, or student progress in field placement should contact her / his field liaison as soon as possible to discuss a plan for remediation.

In addition, attendance at scheduled liaison meetings is mandatory. Written field education summaries will be collected at the beginning of each meeting. Failure to attend a liaison meeting, a scheduled field event, and/or submit a summary will result in a deduction of 2% of the final grade. Excused absences include documented accidents, illness, and death in the family. Students must provide documentation to the liaison for all absences since it will be up to the liaison to decide if they will excuse the absence and accept the late assignment.

The faculty liaison has ultimate responsibility in recording the final grade, including the agency component and the written class component. The faculty liaison will not change the agency component grade recommended by the field instructor without discussing the grade conflict with the field instructor. Students who disagree with the recommended or final grade should directly contact the faculty liaison and/or field instructor; if the matter is not resolved at this level the student should then bring the matter to the Field Placement Coordinator. The Coordinator will then meet with the involved parties as the final Social Work Department procedure for resolving disagreements over Field Placement grades.

Students must complete a minimum of 225 hours of agency-based field experience, complete all written work, and submit the Field Instructor Final Evaluation in order to receive a passing grade in this course. If the minimum of 225 agency-based field hours are not completed, regardless of the completion of coursework, excused absences, medical, family, financial, transportation barriers or emergencies a student will be unable to receive a passing grade. A student may request an incomplete grade with prior approval of the field office and documentation of a plan to complete any hours missed prior to the start of the next academic semester.

Student Grading Procedures

The student will receive 6 credit hours for field education each semester of her/his senior year at SVSU. Field education is graded on student performance in placement, and on written work submitted to the faculty field liaison assigned by the director of field education.

The agency field instructor will submit a final evaluation of student performance one week before the end of each semester of field placement. This evaluation, including the field instructor recommendation for a grade, is based on the student completion of the learning agreement developed at the beginning of each semester. Evaluation of student performance is linked to the nine practice competencies on the learning agreement and should also reflect student achievement of professional identity and behaviors required for beginning social work practice. The director of field education will provide a form for evaluating students prior to the end of each semester.

The faculty liaison sends the students’ final grades to the Director of Field Education who has ultimate responsibility in recording the final grade for field education with the registrar’s office. The final grade includes the agency field instructor’s recommendation for the agency-based placement, as well as the student’s
submitted written assignments and performance in campus-based seminar meetings. The faculty liaison will not change the agency component grade recommended by the field instructor without discussing the grade conflict with the field instructor.

Students who disagree with the recommended or final grade should directly contact the faculty liaison and/or field instructor. If the matter is not resolved at this level, the student should then bring the matter to the director of field education. The director of field education will then meet with the involved parties. If the student is not satisfied with the decision of the director of field education, the student should then petition the chair of the Department of Social Work for a final resolution. Students may also use the University Grade Grievance procedure to grieve any assigned grade at SVSU. See the University website for information about the grievance procedure.

Roles and Responsibilities

The University (Department of Social Work & Youth Services at SVSU)

The University has an overall responsibility to accomplish the main goal of graduating professionals prepared for beginning generalist social work practice.

The University has the responsibility to provide information about the program to students and to the agencies where students are placed for field education.

In addition, the University assumes responsibility for the following:

- Recruiting agencies and placement planning, including decisions regarding the acceptance of agencies and field instructors
- Procedures for working cooperatively with agencies
- Procedures for students to follow regarding field education activities
- Development of syllabi for field education courses
- Establishment of a field education calendar for the academic year
- Assessment of the field education program
- Collaboration between the director of field education, department chair and program faculty in preparing students for field education
- Consultation with a community advisory committee regarding revisions to the field education program
- Provision of field instructor orientation, training and continuing education programs
- Maintain liability coverage for students engaged in education activities in the agency

Director of Field Education - Monitors the overall operation of the field placement program. Conducts orientations for field placement and coordinates Agency Field Day. Transmits assignments from students to liaisons and back as indicated in the schedule. Assists in replacement of students when requested by the liaison. Conducts General Lab Meetings. Hears grievances regarding the field placement component of the social work program.

Department Chairperson- Director of Social Work Program - Coordinates the overall academic program and ensures compliance with university and accreditation standards. Reviews course equivalency requests for transferring social work credits. Represents the department at the college, university, and community level. Chairs department meetings. Maintains department records and oversees its budget. Participates in grievances
regarding the academic component of the social work program in accordance with the SVSU Student Handbook and acts in place of the field placement coordinator in cases where the coordinator is also the faculty liaison.

*Faculty Advisor* - Monitors eligibility for admission and retention for the social work major and admission to the field. Advises students regarding career options and planning.

**The Agency**

Agencies accepting social work field education students are represented by the field instructor, who has responsibility for instructing the student in all matters related to the provision of service at the agency, for assisting the student in the development of appropriate skills, and for evaluating the student.

In addition, the agency assumes responsibility for the following:

- Provide updated information on the agency and field instructor to the faculty liaison
- Provide the student with an orientation to the agency
- Completion of all agency-mandated paperwork, background reviews, and other personnel requirements. The university is not responsible for costs associated with agency personnel requirements.
- Collaborate with student on their learning agreement
- Develop assignments/tasks related to learning competencies
- As needed, advocate for student within the agency and community to ensure meaningful educational experience.
- Supervise the student with the aim of developing the student’s generalist social work practice knowledge, skills, ethics, and professional identity.
- Maintain communication with the faculty liaison, including an agency visit each semester
- Meet with the student a minimum of one hour each week to review the learning agreement and help focus student learning
- Complete an evaluation and recommended grade student performance at the end of the semester

*Field Instructor* - Supervises the students field experience to ensure growth and development as a professional general practice social worker. Meets with the student regularly to facilitate understanding of the application of social work values, methods, techniques, and skills in the field experience. Evaluates the student's performance and recommends the grade for the field work portion of the course to the faculty liaison.

*Site or Task Supervisor* - The employee of the field placement agency who oversees the student's experience. In most cases this person is also the field instructor. However, some agencies must utilize a professional social worker from another program or from outside of the agency as a field instructor. The site supervisor assigns cases, ensures compliance with agency standards, verifies hours, participates in relevant portions of the student's performance evaluation, and performs other duties commensurate with supervising the daily activities of the student while at the agency.

**The Student**

Students are responsible for their own learning in the field education placement. Students are expected to learn and follow the customs and policies of the agency, and, while working with the agency clientele, to support the ideals and practices officially adopted by the agency, while developing an individual professional identity.
In addition, the student assumes responsibility for the following:

- Attend all required field placement meetings
- Submit required materials to the Field Office by the due dates
- Secure an approved field placement and submit the completed field placement contract form to Canvas by the deadline set by the field office. The University does not guarantee every student will secure a placement
- Complete all paperwork and background clearances required by the agency prior to beginning placement
- Notify the field office of changes in the field education setting, including, but not limited to, changes in field instructor, student schedule, or location of placement
- Demonstrate a level of reliability, communication, and commitment to the field education experience appropriate for a beginning professional
- Abide by the NASW Code of Ethics
- Complete a learning agreement each semester in collaboration with the agency field instructor
- Perform learning tasks at a level appropriate for beginning generalist social work practice
- Complete a minimum of 225 hours in field placement each semester
- Attend scheduled meetings on-campus with the faculty field liaison
- All costs incurred during the placement, including but not limited to travel, supplies, training and agency-mandated background checks
- Demonstrate appropriate use of supervision with agency field instructor and the faculty field liaison, including preparation for supervision, attention to the tasks outlined in the learning agreement, and response to feedback that demonstrates professional growth.

The Faculty Field Liaison

The faculty field liaison is responsible for linking the university, student, field instructor and agency. The liaison meets with the student on campus on a regular basis and visits the field instructor in the agency at least once each semester. In addition, the liaison is available to assist if problems or concerns arise throughout the semester.

In addition, the faculty field liaison assumes responsibility for the following

- Conduct liaison meetings on campus
- Grade the student’s learning agreement and written assignments
- Visit the agency to monitor quality and appropriateness of experiences. The liaison may participate in student performance evaluation.
- Assign the final grades for SW 483 & 484.
- Assist in resolving problems when the student and field instructor are unable to do so independently
- Request student replacement to another field agency if deemed appropriate

Faculty liaisons are available to the field instructor all thirty-two weeks of a student's field experience. Should field instructors need guidance, clarification, consultation, or more communication regarding students in their agencies, faculty liaisons can be reached by their preferred/stated method.

Agency Based Field Placement Sites

Agency and Field Instructor Selection
The policy of the BSW Program is that students may be placed only in field agencies that have been approved by the Office of Field Education as a placement site for students. To be approved, agencies must meet the criteria described below and continuously comply with the field program policies and procedures.

Field agencies (community partners) are arranged and vetted by the Office of Field Education through initial contact via email and/or telephone conversation to discuss willingness to host undergraduate Social Work students within the agency. The Office of Field Education arranges a site visit to tour the facility and discuss the needs of generalist undergraduate social work to ensure the agency is able to support the learning needs of the student. During the initial visit, the Office of Field Education representative will discuss assignment opportunities and appropriate supervision on-site while student is engaged with the agency. The representative will also discuss Office of Field Education procedure, course-based curricula, formal supervision for the student while engaged at the agency, and formal assessment of the student while in placement. After approval, the agency will be sent two forms, Agency Description Form and Field Instructor Information form, as well as an Affiliation Agreement to be signed by the agency CEO or agency representative empowered to enter into contracts. The Affiliation Agreement is reviewed by the University’s legal office and, if approved, signed, with one copy sent to the agency and one copy filed in the Office of Field Education.

Field education requires in-person contact with clients at micro, mezzo, and macro system levels. Students in field education are required to have face-to-face contact with clients, agency staff, community members, and others in all field placement settings.

The field agency must be approved by the Office of Field Education and meet the criteria listed below:

- Engage in/Operate as a Human Service agency
- Articulate a clearly defined mission and vision
- Provide opportunities for student learning
- Offer appropriate services for undergraduate, BSW placement, which are related to generalist social work practice
- Provide a field instructor whose training and background will undergird social work supervision, or are willing to allow University approved field instructor to supervise students within the agency
- Provide the student with appropriate tools to carry out assignments such as office or desk space (not necessarily private), appropriate technology, supplies, and support
- Ensure that the field instructor has the personal qualifications, teaching skills, and interest in working as a supervisor/teacher for the full length of the placement.
- Agencies must complete a Field Placement Agreement with the University, which specifies mutual expectations for the placement

The Office of Field Education continuously evaluates the effectiveness of agency field placement sites to ensure that placements offer appropriate opportunities to students at the generalist level. Faculty field liaisons evaluate the effectiveness of placement sites at each visit through direct observation, discussion with agency-based field instructors, and discussion with students in placement. These observations are reported to the Office of Field Education and include evaluation of the field instructor’s availability and responsiveness to student learning, agency opportunities for student learning, agency climate, and student safety.

In addition, students provide feedback to their faculty field liaisons in a formal way through assigned reflection papers which include student discussion of learning opportunities and obstacles at the placement site.
In cases where a student, faculty field liaison, or agency field instructor have a concern about the effectiveness of the agency in providing field education, the Office of Field Education will respond directly to the concerned party, and to the agency field instructor to address the concern. The Office of Field Education ultimately has the authority to determine whether an agency placement can provide the appropriate learning environment for students in undergraduate field education.

**Selecting Field Instructors**

Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have two years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the field office assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

Field instructors with a Masters in Social Work from a CSWE accredited program are preferred (although a Bachelor of Social Work or a graduate degree in a related profession may be accepted if the field instructor has sufficient social work experience as determined by the Office of Field Education). Determination of sufficient work experience is completed using the following criteria:

- A review of the field instructor’s resume or Curriculum Vitae noting current and previous work experience, job responsibilities, and employment settings
- A review of the field instructor’s employment setting. The Office of Field Education will determine if this setting is Interprofessional and one where social-services are being provided.
- A review of the job description of the field instructor. Important tasks will include those identified by Michigan Board of Social Work Licensure determination of Generalist BSW scope of practice (See Appendix H)
- A review of the agency mission and areas of practice

It is important to note that all field instructors are supervised by Faculty Liaisons. These individuals are faculty who have a Master’s of Social Work degree and are licensed through the State of Michigan in addition to overall supervision by the Office of Field Education.

In the event that a field instructor does not have a social work degree, the Office of Field Education will provide the following to ensure that the social work perspective is reinforced:

- The Faculty Liaison will meet with the Field Instructor prior to the start of the semester
- The Faculty Liaison will review the Learning Agreement with the Field Instructor
- The Faculty Liaison will meet regularly with the student
- The Faculty Liaison will provide phone and email support to the Field Instructor
- The Faculty Liaison will make at least one additional visit to the Field Instructor each semester

In cases where an approved agency does not have a qualified field instructor, the Office of Field Education works with the agency to provide a qualified field instructor. This external field instructor may be a community volunteer or may be hired by the SVSU College of Health & Human Services to provide field instruction in the agency setting. In these cases, the agency must agree to allow the external field instructor to work in the agency with the students placed there for the purpose of providing the required field instruction and supervision. The external field instructor is there to reinforce the Social Work perspective.

Field instructors must have a willingness to provide supervision to the student placed in the agency and must be able to provide one hour per week of structured supervision with each student assigned to the instructor. The field instructor must also participate in orientation provided by the Office of Field Education, either on campus
or by on-line module. The field instructors must agree to participate in the Office of Field Education course management site, Canvas, to evaluate each student each semester.

During a student placement more than one agency staff member may be assigned to provide supervision to a student. A student may work with other individuals in an agency, whether a secondary supervisor or task supervisor. The individual approved by the Office of Field Education as the field instructor must be the student’s primary supervisor, who will provide one hour per week formal supervision and is responsible for formal evaluation at the end of each semester.

The field instructor must be approved by the Office of Field Education and meet the criteria listed below:

- Attend scheduled meetings each term for field instructors. (Orientations and training)
- Have a Master of Social Work from an CSWE-accredited program (preferred) or have a Bachelor of Social Work or graduate degree in a related field with sufficient social work experience
- Have a willingness to provide supervision to student (s) while student is engaged in the agency and must be able to provide one hour per week of structured supervision with each student placed in the agency
- Prepare a written evaluation of the student's performance and learning at the end of each term and be willing to maintain appropriate communication with the Department of Social Work & Youth Services faculty liaison concerning the student's progress.

Agency and Field Instructor Support

The Office of Field Education arranges for and delivers orientation and continuing education for agency and field instructors through the academic year, including:

- Field instructor orientation available both on campus and through modules made available online
- Free continuing education credits available a minimum of twice a year for field instructor and all agency staff
- Instructional modules as well as printed material to assist in supervision and evaluation of the student in field placement
- Office of Field Education communication twice per semester informing field instructors of upcoming CE opportunities, field calendar events, BSW co-requisite course material for smoother integration of material in the field setting, and peer reviewed articles relevant for practice in the region
- Faculty liaison site visit a minimum of once per semester

(Field Instructor Expectations and Orientation of Students – Appendix D)

Field Education Course Requirements

Field education is an academic requirement for completion of the Bachelor of Social Work degree. Social work students must complete all prerequisite social work courses prior to entering field education. These include the Interdisciplinary Prerequisite Courses and SW 215, 300, 316, 318, 320, 329, and 330.

Students complete their capstone year of the BSW degree by taking Field Work Placement I (SW483) in the Fall semester concurrently with SW 401 (Practice II) and SW 403 (Policy II). In the Winter semester Field Work Placement II (SW484) is taken concurrently with SW 402 (Practice III) and SW 485 (Senior Seminar). Co-requisite courses include assignments that students will be expected to complete in or apply to their field experiences.
Each field education course includes requirements for agency-based practice experience, on-campus class meetings, written assignments and other learning experiences. Students are graded on their performance on all course requirements.

The following sections describe some important aspects of the field education curriculum.

**Faculty Liaison Meetings**

Liaison meetings, led by the assigned faculty field liaison, meet twice per month while in field education with a maximum of 6 meetings each semester. The Office of Field Education prepares curriculum and agenda for each meeting that builds on course curriculum and field experience to enhance student learning as well as professional growth.

Attendance at scheduled liaison meetings and submission of assigned written reflections is mandatory. Failure to attend a liaison meeting, a scheduled field event, and/or submit a written assignment will result in a deduction of 2% of the final grade. Excused absences include documented accidents, illness, and death in the family. Students must provide documentation to the liaison for all absences since it will be up to the liaison to decide if they will excuse the absence and accept the late assignment.

The faculty liaison has ultimate responsibility in recording the final grade, including the agency component and the written class component. The faculty liaison will not change the agency component grade recommended by the field instructor without discussing the grade conflict with the field instructor. Students who disagree with the recommended or final grade should directly contact the faculty liaison and/or field instructor; if the matter is not resolved at this level the student should then bring the matter to the Office of Field Education. The Office will then meet with the involved parties as the final department level procedure for resolving disagreements over Field Placement grades. Students always have the option of moving forward with the grade University grievance procedure as described in the Student Handbook (https://www.svsu.edu/studenthandbook/gradegrievancepolicyandprocedure/).

**Agency Visit**

Faculty field liaisons are responsible for visiting the agency once per semester with the student and her/his field instructor, with more frequent meetings as necessary. A student, field instructor, agency director, or faculty liaison may request additional meetings during the field education experience to enhance learning, or when the placement or student require additional monitoring.

The Office of Field Education provides support and continuing education for the agency, field instructor, and faculty liaison through orientation at the beginning of each new cohort, a representative from the Office of Field Education available to the faculty field liaison to problem solve and support field initiatives as well as student concerns, and continuing education credits for agency staff, field instructors, and faculty liaisons.

**Field Placement Learning Agreement (See Appendix B)**

A formal learning agreement is completed by the approved agency field instructor and the student at the beginning of each semester. The agreement will outline the student’s learning experience for the semester. Students work with their field instructor and faculty liaison to design a learning plan that builds on their current level of mastery.
By the end of week four each semester in placement, the student and the field instructor should have identified appropriate, specific learning assignments and have completed the learning agreement for review by the faculty liaison. This learning agreement, which is updated and revised as needed, becomes the guide for the field education experience. The student is evaluated on evidence which demonstrates that progress toward the goals in this plan has been successfully made.

**Evaluation of Student Competency**

Field instructors are responsible for evaluating student performance in the field placement agency based on the competencies and specified dimensions of the competencies identified on the learning agreement. Grading is based on the following scale: 4-exceeds expectations, 3-meets competency, 2-minimally meets competency, 1-partially meets tasks within competency, and 0-failed to meet either task in the competency dimension. Learning agreement evaluation accounts for seventy-five (75%) percent of the student grade for the course. The remaining twenty-five (25%) percent of a student’s grade is given by the faculty liaison based on field education course work and attendance at scheduled liaison meetings. See Appendix E for the description of scale criteria.

Evaluation of student performance in field education is based on the CSWE approved 2015 EPAS (Educational Policy and Accreditation Standards) competencies noted below. Students are evaluated, using the above scale, at the end of each semester. Learning Agreements are developed based on these competencies and serves as the guide for task completion and skill development throughout the field placement experience.

**Learning Competencies/Social Work Competencies**

The nine Social Work Competencies, as outlined by the Counsel on Social Work Education, are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These thirty-one behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
1. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
2. Use technology ethically and appropriately to facilitate practice outcomes
3. Use supervision and consultation to guide professional judgment and behavior

**Competency 2: Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2 Demonstrate an orientation to advocacy for change which adheres to a social justice perspective justice

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

4.1 Use practice experience and theory to inform scientific inquiry and research
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery

**Competency 5: Engage in Policy Practice**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making.

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

9.1 Select and use appropriate methods for evaluation of outcomes
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Expectations of Social Work Students**

Students in the BSW program are expected to demonstrate professionalism in every aspect of the program. An important part of the program’s curriculum is the development of knowledge, values and skills in working with difficult people, in stressful situations, in complex environments, and in interprofessional settings. Achievement of the BSW degree requires mastery of the content and demonstration of the EPAS competencies. Leadership in human services demands self-control, self-awareness, fidelity to others and to the profession, and commitment to the values exemplified in the NASW Code of Ethics.
Removal from the BSW program can occur for three reasons: academic dishonesty or cheating, academic performance that falls below that required by the program in the University catalog, or failure to demonstrate adherence to professional ethics and behavior standards.

**Academic Integrity**

The university’s policy on academic dishonesty can be found in the SVSU Student Handbook. It allows faculty members to fail students in courses where academic dishonesty has occurred and allows for faculty to refer students to the University Conduct Review process, and the BSW program uses this policy as a guide in our courses.

Social work students are expected to demonstrate integrity in their conduct as students and social work professionals. Plagiarism is one form of academic dishonesty that carries severe penalties in higher education. Some forms of plagiarism are familiar to students, such as copying others’ work, or submitting the work of another under the student’s own name. Other forms of plagiarism are less well-known and include using ideas from classes or readings in papers or presentations without reference to the source of the ideas. Any ideas, *even when paraphrased by the student*, which are unique to the source, or which you would not be expected to know unless you had access to those ideas, must be given credit by citing the source of the ideas. Students who submit plagiarized work will not be given credit for that work and will be referred to the student conduct process.

Critical thinking is a closely related issue, and is particularly relevant when completing papers, projects, and reports in the Social Work program. Critical thinking is a requirement of the social work program and requires that students demonstrate the ability to think independently and to synthesize material. Students who string together lengthy quotations throughout a paper, even when appropriate reference citations are used, are not completing original work. Social workers are expected to think about and evaluate written and spoken material, integrate ideas with social work knowledge and values, and make decisions independently.

Students who demonstrate academic dishonesty may be referred to the College of Health & Human Services Professional Conduct Committee, or to the University Office of Student Conduct Programs. Please refer to the SVSU student handbook for other responsibilities regarding academic work:
https://www.svsu.edu/academicintegrity/studenthonorcode/

**Professional Ethics and Behavior**

Faculty and administrative staff in the Department of Social Work & Youth Services continuously monitor and evaluate student conduct, with the aim of identifying and assisting students who are struggling with professionalism. Adherence to NASW Code of Ethics is required for students in the program; upon application for admission to the program, students sign a statement pledging to uphold the Code of Ethics. The Rubric for Assessing Professional Behaviors is included in Appendix A and is one tool that may be used in this monitoring process.

Students are expected to demonstrate professional conduct in all aspects of the academic setting, including in the classroom and community settings. Professional conduct encompasses interpersonal communication, fair and respectful treatment of others, demonstrated responsibility in meeting program requirements, and honesty. Students who violate the professional ethical standards set by the Department of Social Work & Youth Services or the National Association of Social Work (NASW) may be subject to referral to the University or College of Health & Human Services Professional Conduct Committee review processes. Professional conduct is part of
the academic program, and a student’s success in the program depends, in part, on her/his understanding of and adherence to the NASW Code of Ethics, as well as the University’s conduct policies.

Students whose conduct violates standards of ethical or professional behavior may be dismissed from the program. The University also has policies regarding violations of the Code of Student Conduct which can include sanctions ranging from a warning to expulsion. The same policy includes due process protections and procedures for appeal (SVSU Student Handbook). All social work students are subject to these university policies and procedures in areas outside the purview of the department.

In matters related to the student’s conduct in the program, the social work faculty follows a process intended to assist the student in rectifying the conduct prior to dismissal. Whenever a student is found to be in violation of department standards for ethical behavior and/or University conduct standards, including academic integrity, the department may require the student to meet with a faculty advisor, or the department faculty, develop a voluntary behavior plan for the student addressing the concern, or refer the student to the College of Health & Human Services (HHS) Professional Conduct Committee review.

The social work faculty maintains the right to counsel students and/or refer students to the College of HHS Professional Conduct Committee, when student behavior demonstrates a lack of suitability for the social work profession. The Professional Conduct Committee, comprised of representatives from the College of HHS, is designed to consider and make recommendations to faculty and staff concerning possible ethical breaches. The purpose of such actions is to assist and redirect students who are not making a positive and appropriate adjustment within the social work curriculum. A description of the Professional Conduct Committee and its processes are included in this Manual in Appendix G.

If attempts to address the concern are unsuccessful, the program will use the process outlined here to address the concern more formally:

- The student is first notified in writing of the concern by the Director of the program.
- The student is then given an opportunity to respond to the concern, both in writing and verbally, to the Director of the program.
- The Director, in consultation with the program faculty, makes a decision for dismissal or for a formal remediation plan.
- The Director informs the student, in writing, of the decision. The student is also notified that they are entitled to a hearing with the protection of due process as provided for by the University.

**Time Requirements**

All BSW students are required to complete, at minimum, 225 hours in SW483 and 225 hours in SW484. The schedule for completion of these field education hours should be generally agreed upon by the field instructor and the student. The standard for scheduling field hours is for the student to complete 15 hours per week for each week of the semester. Students must be active in their field placements for the entire period of weeks comprising the semester in which the field education course takes place. No student may “complete” the field placement early.

**Office of Field Education Policies**

**Absences**
Students are expected to make appropriate and professional decisions regarding absences. The BSW program at SVSU supports the agency in holding students to responsible, professional behavior. When absence from the agency is necessary due to illness, inclement weather, holidays, or other valid personal reasons, it is the student's responsibility to notify the field liaison and the agency. The agency is asked to assist us by noting any absences. No student may receive a passing grade in this course unless they have completed the required hours of field experience in any semester. If it is considered that the student has made unprofessional decisions in this respect, the field instructor and faculty liaison will meet to discuss the implications.

The student is expected to make up any missed time. When the time lost in field placement due to illness exceeds that which can be reasonably recovered within the academic year, a medical deferment may be obtained upon approval of the University. A doctor’s note or other documentation may be required for any absence. The faculty liaison, in consultation with the Office of Field Education, will then decide when the field education can be completed, whether it can be completed by the student at the same agency, or at a new placement site, and how much time will be required to adequately evaluate the student's practice.

**Adverse Incidents**

In the event of an accident, or any incident involving injury, property damage or risk to the student or agency client, or any incident of discrimination or sexual harassment, the student must immediately report to their field instructor. The student is responsible to also report the incident to their faculty liaison and the Office of Field Education in writing within 24 hours of the incident.

**Changes in Field Instructor or Agency Placement**

It is the student’s responsibility to contact the faculty field liaison and the Office of Field Education immediately if there is a change in field instructor or disruption in field placement setting while in placement. Each student, even if there is more than one student in the agency who is affected, will need to email the Office of Field Education as well as their field liaison to report a change. When applicable, the student should include the name of the instructor who is no longer supervising as well as the name and contact information of the new field instructor.

**Communication Policy**

The Department of Social Work & Youth Services exclusively uses SVSU email to communicate with students for admissions decisions, program announcements, and other department business. Students will also receive important information via the communication function on the University’s course management system. Students are responsible to monitor their own SVSU email and the course management system for these important communications.

Up-to-date contact information is important for efficient communication between the University, the Department, the BSW program, and students. Students are responsible to inform the SVSU Registrar of a change of name, address, and telephone number.

Students who are in field placement are responsible for updating changes in personal information with the Office of Field Education. Updates should be sent via email to swfield@svsu.edu.

**Confidentiality**
Students participating in field education may be required to discuss aspects of the placement to meet course requirements. Students should share their student status and their educational requirements with agency personnel and clients. All client or agency material used for the student’s course requirements should be disguised to protect client confidentiality.

Students are required to be aware of, and follow, agency policies regarding confidentiality. State and federal laws and NASW Code of Ethics must guide the student’s conduct.

**Criminal Records & State/Federal Registries**

The Department of Social Work & Youth Services does not conduct background checks on students. Upon application for admission to the BSW program, students will be asked to read and acknowledge the department policy regarding criminal records and state/federal registries. This policy is intended to inform students about potential challenges in obtaining a social work field placement and/or social work licensing after graduation. Students should be aware that many social services agencies require background checks before approving students for field placement. Some types of convictions and/or appearance on a state or federal registry will make field placement, as well as social work licensing and employment after graduation, very difficult or unlikely.

Students are asked to report to the social work faculty any history of criminal conviction or registration on a state or federal registry at the time they accept admission to the program (as indicated by registering for courses that require admission). Students will also be required to disclose this history to the Office of Field Education before entry into field placement. Students should be truthful in reporting on their backgrounds; **failure to report this information may be grounds for dismissal from the program.**

Students with criminal records or who are on state/federal registry, will be individually advised. Faculty advisors will direct students to information that will clarify what opportunities and obstacles they will likely encounter. The Michigan Department of Licensing and Regulatory Affairs determines if individuals are eligible for social work licensure. Students with questions about the impact of a criminal record or appearance on a registry on licensing should contact that office directly at (517) 335-0918 or at http://www.michigan.gov/lara/0,4601,7-154-35299_28150_27529_27554---,00.html.

Criminal history and/or appearance on a state/federal registry are not grounds for denial of admission to the BSW program.

**Employment Related Field Placement (Appendix C)**

Generally, students are encouraged to seek a field placement site that is separate from the agency where they are employed. However, if approved, students may use a portion of their paid employment as field work in the same agency where they are employed, if the following conditions are met:

- Students must be placed for a minimum of 8 hours a week in a program that is separate from their regular full-time position and must have a field instructor who is approved by the Director of Field Education, and who is different from the student’s direct work supervisor. Students may be paid for field education hours at the discretion of their employer.
• When placement within a separate program in the employing agency is not possible, students may opt to do a minimum of 8 hours a week in an agency other than their employment agency. In this case, the student must have an approved field instructor in the agency outside of the workplace, who supervises 8 hours per week in the community agency, and an approved field instructor in the employment agency who supervises and evaluates the employment-based hours.

• All field education hours must be in a setting that meets the criteria for field placement as determined by the Office of Field Education.

• The Office of Field Education has the right of final approval in all cases where students are employed by the same agency where they are in field placement.

• Work-study hours, AmeriCorps internships, and agency stipends are considered by the BSW Program to be financial aid and are not considered as employment for purposes of this policy. However, these arrangements must also be approved by the Office of Field Education. Students are cautioned that if they use the option of receiving payment for all or part of their field hours, they are not likely to be able to do so in a graduate social work program as well. This may include some forms of financial aid arrangements that are not considered employment by the Department.

• Students interested in pursuing the option for employment related field placement are responsible for contacting the Office of Field Education prior to the deadline for completing field applications. Students approved for employment related placements are required to attend all field placement meetings (including Agency Field Placement Day).

• The Office of Field Education will make available a form to document the request for employment related field placement and will provide written documentation of the approval or denial of the request to the student and agency.

Field Education Grievances

The Office of Field Education hears grievances regarding the field placement component of the social work program, completes reviews of student conduct related to field education and co-requisite courses, and prepares behavioral contracts for students experiencing difficulty in field placement year.

Grade Grievances

Students have the right to grieve any final course grade in which they believe their grade was unfair. When the grade is related to field education, the Field Office encourages the student to address their concern with the field instructor first. If the student and field instructor are unable to resolve the disagreement regarding the grade, the student should contact their appointed faculty field liaison for mediation between the agency and student to help resolve the disagreement. The faculty field liaison should contact the Field Office during the mediation process. The Director of Field Education will assist in the mediation upon request from the field instructor, the agency, the student, the faculty field liaison, and/or if the need warrants Field Office intervention. If the student is not satisfied with the outcome of intervention, a formal process of grievance is available.

The process for the University grade grievance procedure is detailed in the following link:
http://www.svsu.edu/academicaffairs/notinmenu/grade grievancepolicy/
In addition, the University Ombudsman helps students resolve concerns, problems, or conflicts concerning University policies, procedures, and decisions. Student questions or concerns may be directed to the University Ombudsman at http://www.svsu.edu/ombudsman/

**Holidays and Other Breaks**

All students are strongly encouraged to take a break during the winter university break and regular holidays. The general expectation is that students will not take time off during spring break for personal or family vacations. If students wish to take time off at spring break, or some other time, they may do so if it is arranged with their field instructor and causes no complications or hardships for their clients or agency work. It is suggested that students who wish to take time off make these arrangements prior to commencing their placement.

**Holy Days**

SVSU recognizes the diversity of religious practices among its students. SVSU will review requests from students to absent themselves from regularly scheduled classes, field placement meetings, and/or examinations on formal holy days of a recognized religion actively practiced by the requester.

Consideration of such requests will be subject to operating constraints. Students will be required to make up missed hours or fulfill other such requirements as may be deemed necessary and appropriate in granting the request.

Students shall inform their field instructor on the first day of the field education of the holy days on which they wish to be absent during a semester and shall discuss possible alternative arrangements with the field instructor. Field instructors shall make reasonable efforts to accommodate such requests. In some instances, consultation with the Office of Field Education or Department Chair may be advisable.

**Liability Coverage**

The University provides professional liability insurance for all students registered in the field education courses at Saginaw Valley State University. Agencies shall maintain adequate general liability and professional liability insurance as well. Students may also choose to purchase additional liability insurance independently while in field placement. Students are covered by the University’s liability insurance through the end of each semester of their field education course. Field placements extended beyond this time must receive the prior approval of the Field Office.

Students are highly encouraged to maintain their own health insurance coverage during field education. The student’s individual medical plan is responsible for all expenses incurred during the field placement. The University, the College of Health and Human Services, and the Department of Social Work & Youth Services assume no responsibility or liability for injury that may be sustained during field placement.

**Non-Discrimination Policy**

Saginaw Valley State University and the Department of Social Work & Youth Services are committed to a policy of equal employment opportunity, equal education opportunity and nondiscrimination in the provision of educational and other services to the public.
The University’s anti-harassment / nondiscrimination policy is found in the University’s Operations Manual: Saginaw Valley State University (“University”) is committed to providing work and learning opportunities without regard to age, color, disability, gender identity, genetic information, height, marital status, national origin, race, religion, sex (including pregnancy), sexual orientation, veteran status, weight, or on any other basis protected by state, federal, or other applicable law, and to achieving its objectives in compliance with applicable federal, state and local laws and regulations that prohibit discrimination:

http://www.svsu.edu/operationsmanual/employeerelations/252discrimination,sexualharassment&racialh/

The Department of Social Work & Youth Services non-discrimination policy is:

*The Department of Social Work & Youth Services does not discriminate on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, veteran status, or mental or physical disability.*

This policy applies to students, employees, volunteers, field placement supervisors, faculty members, Community Advisory Committee members and anyone else who may have contact or business with the program on any basis.

**Professional Conduct for Social Work Students**

The Department of Social Work & Youth Services is charged with ensuring that all graduates have the requisite skills and can meet the professional practice standards to be eligible for professional registration as Licensed Social Workers in the State of Michigan. Professional social work behavior requires adherence to the National Association of Social Workers (NASW) Code of Ethics. Professional social work ethics and standards are taught in the School’s social work curriculum.

**Reporting Incidents of Discrimination or Sexual Harassment**

Any student who experiences discrimination or harassment in any activity related to the University should immediately report the incident to her/his faculty advisor, program director, and the University Title IX coordinator at (989) 964-4397.

**Safety**

It is the policy of the program to prioritize safety in field education. The Office of Field Education will provide an overview of recommended practices for safety in field placement during the required orientation session at each level of field education, as well as on-line modules on safety in the field.

The agency field instructor is responsible for providing the student with information about the agency policy and procedures for safety in the agency. Students are responsible for understanding and following the policies without exception.

Students who have been assigned a task that they believe may cause harm to themselves or others have the responsibility to immediately notify the field instructor and the faculty field liaison and may do so without fear of penalty. In situations where the safety of a student assignment is in question, the student, field instructor, faculty liaison and Office of Field Education will work together to resolve the issue. If an agreement cannot be reached, the Office of Field Education has the authority to determine a solution.
In the event that a student is injured or threatened while engaged in field education, the student or field instructor should immediately contact the faculty field liaison and the Office of Field Education so that an incident report may be completed.

**Transportation**

Students are required to provide their own means of transportation to and from their assigned placements. The BSW program and the Department of Social Work & Youth Services has no funding to provide financial reimbursement for students to travel to agencies, or on agency business. Travel within the placement, where possible, can be assumed by the agency and may be assumed by the student, while travel to the placement is the student's responsibility.

Transportation and use of personal vehicle policy is guided by the agency in which a student is placed. The agency may ask students to use a personal vehicle to transport a client within the community. It is the student’s responsibility to understand the agency’s policy regarding client transportation as well as any use of the personal vehicle during field education. Saginaw Valley State University, the College of Health and Human Services and the Department of Social Work & Youth Services are not liable for students’ personal vehicle or expenses incurred.

Saginaw Valley State University and the Department of Social Work & Youth Services does not provide any form of insurance for private vehicles, nor does SVSU insure any personal items that may be damaged or stolen while located in private vehicles. If the student is using a private vehicle for field education purposes it is the student’s responsibility to ensure that they have and maintain the appropriate class of insurance and appropriate level of liability coverage.

If the student will be consistently transporting multiple individuals in a private vehicle they may wish to increase their insurance above this amount. An insurance agent should be consulted by the student if there are any questions.

If the student is involved in an accident while engaged in field placement business, the student is responsible. The student must report any accident involving their personal vehicle or agency vehicle, to the Office of Field Education within 24 hours of the accident.
## Appendix A

### Rubric for Assessing Professional Behaviors

**Rubric for Assessing Professional Behaviors**

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance: Attends classes and related meetings</td>
<td>Student has missed 20% or more of total class time in one or more classes</td>
<td>Student missed class for reasons that are not related to allowable emergencies, but for convenience; and/or student has skipped one class to do work for another class</td>
<td>Student attends all classes except in truly rare or unusual circumstances that are considered excusable by the professor</td>
<td>Student attends all classes</td>
<td></td>
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</tbody>
</table>

Comments:

| 2. Punctuality: Is punctual and present | Student has been late to class or left early from class 3 or more times in the semester | Student has occasionally been late to class or left early from class, but no more than once in the semester | Student is on time to class and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor | Student is always on time and stays until the end of class | |

Comments:

| 3. Communication: Manages communications and contacts | Student does not usually contact the instructor to inform of tardiness or absence from class and/or student provides | Student contacts the professor to inform of tardiness or absence, but does it after already missing a class or meeting | Student contacts the professor prior to the beginning of class most times (at least 90%) to inform of tardiness or | Student always contacts the professor prior to the beginning of class to inform of anticipated tardiness, illness, etc. except in | |
no reason for absences

absence. In the very rare instances when this is not done, the student contacts the professor immediately after true emergencies, and then contacts the professor immediately thereafter.

Comments:

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Respect: Demonstrates respect and support in relationships</td>
<td>Student is frequently disrespectful to and non-supportive of classmates, staff, and/or faculty</td>
<td>Student is occasionally disrespectful to and non-supportive of classmates, staff, and/or faculty</td>
<td>Student is usually respectful to and supportive of classmates, staff and/or faculty</td>
<td>Student is always respectful to and supportive of classmates, staff, and/or faculty</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

5. Self-Awareness: Demonstrates self-awareness

|    | Student rarely shows self-awareness about the impact of verbal and non-verbal communications | Student only occasionally shows self-awareness about the impact of verbal and non-verbal communications | Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications | Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications |  |

Comments:

6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity

|    | Student’s classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people | Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other | Student’s classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people | Student’s classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people |  |

31
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>8. Oral Expression: Strives for a high level of oral expression</td>
<td>Student consistently gets feedback from instructor that oral expression is unprofessional and does not make efforts to correct</td>
<td>Student often gets feedback from instructor that oral expression is unprofessional and rarely makes adjustments and/or efforts to correct</td>
<td>Student frequently displays appropriate oral expression and, when necessary, makes clear effort to correct errors when provided feedback</td>
<td>Student consistently displays appropriate and professional oral expression</td>
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<td>Comments:</td>
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<tr>
<td>9. Written Expression: Strives for a high level of written expression</td>
<td>Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional and/or grades on papers are</td>
<td>Student’s written work lacks clarity and has some errors and/or grades on papers are reduced somewhat because of writing</td>
<td>Student almost always expresses ideas or concepts clearly, with very few errors; and/or grades on papers are reduced only slightly because of writing</td>
<td>Student always expresses ideas or concepts clearly, with an absence of errors and/or grades on papers are reduced minimally</td>
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Comments:
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<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
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<tr>
<td>12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the Social Work Program and Field Education Manual</td>
<td>Student demonstrates significant problems in complying with the Social Work Program requirements</td>
<td>Student only moderately demonstrates compliance with the Social Work Program requirements</td>
<td>Student almost always demonstrates compliance with the Social Work Program requirements</td>
<td>Student consistently demonstrates compliance with the Social Work Program requirements</td>
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Comments:
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<tr>
<td>13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety</td>
<td>Student is consistently non-compliant with one or more components of the Code of Ethics</td>
<td>Student is only moderately compliant with components of the Code of Ethics</td>
<td>Student is almost always compliant with the Code of Ethics in its entirety</td>
<td>Student consistently demonstrates compliance with the Code of Ethics in its entirety</td>
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Comments:

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<tr>
<td>14. Responsiveness to Communication: Uses departmental communications</td>
<td>Student never checks email and/or does not respond to emails sent by fellow group mates or the professor</td>
<td>Student rarely checks email and/or does not regularly respond to emails sent by fellow group mates or the professor</td>
<td>Student consistently checks email looking for correspondence from classmates and the professor and is usually prompt to respond to it</td>
<td>Student always checks email looking for correspondence from classmates and the professor and is always prompt to respond to it</td>
</tr>
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Comments:

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<tbody>
<tr>
<td>15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities</td>
<td>Student’s professional attire and presentation is consistently inappropriate for professional and classroom settings</td>
<td>Student’s professional attire and presentation is frequently inappropriate for professional and classroom settings</td>
<td>Student’s appearance is routinely appropriate for classroom and professional settings</td>
<td>Student’s appearance is consistently appropriate for classroom and professional settings</td>
</tr>
</tbody>
</table>

Comments:

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)

Professor’s signature: ____________________________ Date: ____________________________

Student’s signature: ____________________________ Date: ____________________________
Appendix B
Field Placement Learning Agreement

Learning Agreement and Evaluation of Bachelor of Social Work Field Placement Performance

Director of Field Education
Kim S. Johnson, MSW, LMSW
989.964.2547
ksjohns2@svsu.edu

Field Education Coordinator
Nikki English, MSW, LLMSW
989.964.2892
nenenglis@svsu.edu

Field Education Assistant
989-964-7218
Student: 

Date: 

Field Instructor: 

Agency 

Faculty Liaison: 

Number of Hours Completed by Student this semester: 

Instructions for Rating Students on the 9 Competencies in the First Part of the Evaluation: 

This evaluation is intended to give the student feedback about her or his performance, and to recommend a grade for the direct practice portion of the field placement course. The faculty liaison has responsibility of assigning the final grade for field instruction.

The grade that is assigned will be based on the following: 

Field instructor evaluation of student performance in field placement and student completion of written assignments, and attendance/participation in field liaison meetings scheduled throughout the semester. The expectations for Field Work can be found on page 16.

THE STANDARD BY WHICH A STUDENT IS TO BE COMPARED IS THAT OF A NEW BEGINNING-LEVEL SOCIAL WORKER. THE NINE COMPETENCIES SPECIFIED IN THIS FORM ARE THOSE ESTABLISHED BY OUR NATIONAL ACCREDITING ORGANIZATION, THE COUNCIL ON SOCIAL WORK EDUCATION. UNDER EACH COMPETENCY STATEMENT ARE SEVERAL PRACTICE BEHAVIORS THAT WE ASK THAT YOU RATE ACCORDING TO THE FOLLOWING CRITERIA. RATINGS BELOW ARE BASED ON STUDENT LEARNING TASKS IDENTIFIED ON THE LEARNING AGREEMENT. IF THE STUDENT COMPLETED ADDITIONAL TASKS, PLEASE LIST THESE IN THE COMMENTS SECTION FOR EACH COMPETENCY.
**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<table>
<thead>
<tr>
<th>Based on overall competency 1, student will complete the following learning objectives</th>
<th>Tasks student will complete to achieve objectives</th>
<th>Completion dates and/or changes to tasks (with supervisor’s approval) for completion of individual tasks</th>
</tr>
</thead>
</table>
| 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | 1.1 A  
1.1 B | |
| 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | 1.2 A  
1.2 B | |
| 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | 1.3 A  
1.3 B | |
| 1.4 Use technology ethically and appropriately to facilitate practice outcomes | 1.4 A  
1.4 B | |
| 1.5 Use supervision and consultation to guide professional judgment and behavior | 1.5 A  
1.5 B | |
Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<table>
<thead>
<tr>
<th>Based on overall competency 2, student will complete the following learning objectives</th>
<th>Tasks student will complete to achieve objectives</th>
<th>Completion dates and/or changes to tasks (with supervisor's approval) for completion of individual tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</td>
<td>2.1 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 B</td>
<td></td>
</tr>
<tr>
<td>2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences</td>
<td>2.2 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 B</td>
<td></td>
</tr>
<tr>
<td>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</td>
<td>2.3 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 B</td>
<td></td>
</tr>
</tbody>
</table>
### Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<table>
<thead>
<tr>
<th>Based on overall competency 3, student will complete the following learning objectives</th>
<th>Tasks student will complete to achieve objectives</th>
<th>Completion dates and/or changes to tasks (with supervisor’s approval) for completion of individual tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</td>
<td>3.1 A 3.1 B</td>
<td></td>
</tr>
<tr>
<td>3.2 Demonstrate an orientation to advocacy for change which adheres to a social justice perspective</td>
<td>3.2 A 3.2 B</td>
<td></td>
</tr>
</tbody>
</table>
### Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<table>
<thead>
<tr>
<th>Based on overall competency 4, student will complete the following learning objectives</th>
<th>Tasks student will complete to achieve objectives</th>
<th>Completion dates and/or changes to tasks (with supervisor’s approval) for completion of individual tasks</th>
</tr>
</thead>
</table>
| **4.1** Use practice experience and theory to inform scientific inquiry and research | 4.1 A  
4.1 B | |
| **4.2** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | 4.2 A  
4.2 B | |
| **4.3** Use and translate research evidence to inform and improve practice, policy, and service delivery | 4.3 A  
4.3 B | |
**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

<table>
<thead>
<tr>
<th>Based on overall competency 5, student will complete the following learning objectives</th>
<th>Tasks student will complete to achieve objectives</th>
<th>Completion dates and/or changes to tasks (with supervisor’s approval) for completion of individual tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</strong></td>
<td>5.1 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.1 B</td>
<td></td>
</tr>
<tr>
<td><strong>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services</strong></td>
<td>5.2 A</td>
<td></td>
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<tr>
<td></td>
<td>5.2 B</td>
<td></td>
</tr>
<tr>
<td><strong>5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</strong></td>
<td>5.3 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.3 B</td>
<td></td>
</tr>
</tbody>
</table>
**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

<table>
<thead>
<tr>
<th>Based on overall competency 6, student will complete the following learning objectives</th>
<th>Tasks student will complete to achieve objectives</th>
<th>Completion dates and/or changes to tasks (with supervisor’s approval) for completion of individual tasks</th>
</tr>
</thead>
</table>
| **6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies** | 6.1 A  
6.1 B | |
| **6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies** | 6.2 A  
6.2 B | |
**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making.

<table>
<thead>
<tr>
<th>Based on overall competency 7, student will complete the following learning objectives</th>
<th>Tasks student will complete to achieve objectives</th>
<th>Completion dates and/or changes to tasks (with supervisor’s approval) for completion of individual tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</td>
<td>7.1 A</td>
<td>7.1 B</td>
</tr>
<tr>
<td>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</td>
<td>7.2 A</td>
<td>7.2 B</td>
</tr>
<tr>
<td>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>7.3 A</td>
<td>7.3 B</td>
</tr>
<tr>
<td>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</td>
<td>7.4 A</td>
<td>7.4 B</td>
</tr>
</tbody>
</table>
**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.

<table>
<thead>
<tr>
<th>Based on overall competency 8, student will complete the following learning objectives</th>
<th>Tasks student will complete to achieve objectives</th>
<th>Completion dates and/or changes to tasks (with supervisor’s approval) for completion of individual tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
<td>8.1 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.1 B</td>
<td></td>
</tr>
<tr>
<td>8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>8.2 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.2 B</td>
<td></td>
</tr>
<tr>
<td>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
<td>8.3 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.3 B</td>
<td></td>
</tr>
<tr>
<td>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
<td>8.4 A</td>
<td></td>
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<tr>
<td></td>
<td>8.4 B</td>
<td></td>
</tr>
<tr>
<td>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
<td>8.5 A</td>
<td></td>
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<tr>
<td></td>
<td>8.5 B</td>
<td></td>
</tr>
</tbody>
</table>
**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<table>
<thead>
<tr>
<th>Based on overall competency 9, student will complete the following learning objectives</th>
<th>Tasks student will complete to achieve objectives</th>
<th>Completion dates and/or changes to tasks (with supervisor’s approval) for completion of individual tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Select and use appropriate methods for evaluation of outcomes</td>
<td>9.1 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.1 B</td>
<td></td>
</tr>
<tr>
<td>9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>9.2 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.2 B</td>
<td></td>
</tr>
<tr>
<td>9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>9.3 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.3 B</td>
<td></td>
</tr>
<tr>
<td>9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td>9.4 A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.4 B</td>
<td></td>
</tr>
</tbody>
</table>
• **Exceeds Competency:**
  Student demonstrated exceeding the expectations of their Learning Agreement as evidenced by the following:
  - 230 or more documented hours completed within the Agency. (Does not include students with independent study requirements.)
    - Includes 1 or more hours of supervision weekly.
  - Use of Supervision is reflective of an entry level Social Work Professional in the field.
    - The student demonstrates independent thought and guides the supervision experience.
    - The student presents concerns regarding the agency or field experience in a professional manner that also provides solutions in an appropriate manner.
  - The student has completed all identified learning tasks and has participated in agency events and activities beyond what has been identified in the Learning Agreement.
  - The student demonstrated perfect attendance.
  - The student understands Social Work values and concepts. The student behaves as a beginning Social Work professional.
  - The student can work independently within the Agency. The student is self-directed and is able to initiate tasks not included on the Learning Agreement.

**Meets Competency:**
  The Student demonstrated meeting the expectations of their Learning Agreement as evidenced by the following:
  - 225 documented hours completed within the Agency.
    - Includes 1 hour of supervision weekly.
  - Use of Supervision is reflective of a Social Work student under the guidance of a Licensed Social Worker.
    - The student demonstrates competency in seeking supervision or resources to support their learning experience and enhance their independence within the Agency.
  - The student has completed all identified learning tasks as identified in the Learning Agreement.
  - The student missed 1 or fewer days of field work.
  - The student understands Social Work concepts and behaves as a beginning Social Work professional.

**Minimally Meets Competency:**
  The Student demonstrated minimally meeting the expectations of their Learning Agreement as evidenced by the following:
  - 225 documented hours completed within the Agency.
    - Includes 1 hour of supervision weekly.
  - Use of Supervision is reflective of a Social Work student that requires additional supports beyond what is expected:
    - The student attends Supervision regularly and is unprepared and/or not able to process or reflect with the Supervisor in order to improve Social Work skills.
    - The student has missed 3 scheduled Supervision meetings.
  - The student has not completed 1 of the 2 learning tasks identified for a practice behavior on the Learning Agreement and has not shown an effort to complete the tasks assigned.
  - The student missed no more than 2 days of field work.

**Partially Meets Competency:**
The student demonstrated partially meeting the expectations of their Learning Agreement as evidenced by the following:

- Fewer than 225 documented hours completed within the Agency. (*Student must complete the mandatory minimum hours, they must ask for an extension from the Field Office if hours are not complete by the end of each semester)
  - Includes fewer than 1 hour of supervision weekly.
- Use of Supervision is not reflective of a Social Work student working under a Licensed Social Work Professional.
  - The student does not attend Supervision regularly and is unprepared and/or not able to process or reflect with the Supervisor in order to improve Social Work skills.
  - The student has missed 4 or more scheduled Supervision meetings.
- The student has not completed 1 or more of the learning tasks identified for a practice behavior on the Learning Agreement and has not shown an effort to complete the tasks assigned.
- The student missed more than 3 days of field work.
- The student struggled with performing at a beginning level social work professional
  - The student was unable to receive supervision redirection to improve performance
  - The student was unwilling to correct performance after supervision redirection
- Student is unable to integrate Social Work values and concepts while performing tasks.
- The student struggles with Agency policy and procedures. The student is unable to articulate concepts during supervision sessions.
- The student is unable to work independently on identified tasks in the Learning Agreement.

**Failed to Meet Competency:**

The Student demonstrated a failure to meet expectations of their Learning Agreement as evidenced by the following:

- Fewer than 225 documented hours completed within the Agency. (*Student must complete the mandatory minimum hours, they must ask for an extension from the Field Office if hours are not complete by the end of each semester)
  - Includes fewer than 1 hour of supervision weekly.
- Use of Supervision is not reflective of a Social Work student working under a Licensed Social Work Professional.
  - The student does not attend Supervision regularly and is unprepared and/or not able to process or reflect with the Supervisor in order to improve Social Work skills.
  - The student has missed 4 or more scheduled Supervision meetings.
- The student has not completed the learning tasks identified for a practice behavior on the Learning Agreement and has not shown an effort to complete the tasks assigned.
- The student missed more than 3 days of field work.
- The student violated Agency policy and procedures.
- Student is not suitable for beginning level Social Work practice.
- The student is unwilling to work independently within the Agency.
NAME:  

DATE:  

PROPOSED PLACEMENT/WORK SITE:

Name of Agency:

Address:

Phone:  Work Supervisor:  

PROPOSED FIELD EDUCATION SUPERVISOR:

Name:  Title/Position:  

Degree:  Phone:  

PROPOSED WORK DAYS AND WORK HOURS TO BE USED FOR FIELD EDUCATION:
(It is advisable that hours occur exclusively on one day)

Attach a copy of your job description or outline on a separate sheet of paper your current job responsibilities. Please describe your human service and/or other major tasks.

PROPOSED DAYS AND WORK HOURS IN ANOTHER PROGRAM OR DEPARTMENT TO BE USED FOR FIELD EDUCATION: (It is advisable that hours occur exclusively on one day)

Outline on a separate sheet of paper the areas of educational focus which are new for this learning experience. Please include at least five assignments/areas of study that are new and separate from your current work load.

I have read the Employment-Related Placement Policy and agree to implement the guidelines and plans stated above.

Student  Date  Work Supervisor  Date

Field Instructor  Date  Field Coordinator  Date
Appendix D

Field Instructor Expectations and Orientation of Students

Planning Ahead: Successful Starts

The following are some steps to consider before the placement begins:

**Step 1:** Determine what the student needs to know about your agency. Many agencies have a personnel or agency policy manual; this is a good place to start! Note: Students are instructed to request a copy of the manual from their field instructor for review.

**Step 2:** Create a written plan to follow for orientation of your student. Ask yourself, when the student arrives on their first day what will you do first? What will come next? Remember, the student may be anxious and therefore may be more prone to forgetting or mixing up detailed information. How can you deliver the information in a way that will be most easily understood by the student?

**Step 3:** Determine the timeframe for the orientation. Many students come into their first day at field education expecting their supervisor will immediately begin orientating them to the agency and their role. However, this is not always possible for a variety of reasons. Schedule a time in your calendar for orientation of your student and inform the student of when you will be available and how long orientation is likely to take. Being organized around the orientation will help build an open and trusting relationship with your student.

**Step 4:** Prepare to participate in a discussion on supervision. Many students and field instructors begin the field education having never talked about how the supervision process will take shape. Think ahead about your understanding of your role as the field instructor and your supervision style. Reflect on successes and challenges with your previous supervision experiences, what worked and what did not?

**Step 5:** Logistics. Will the student need keys, computer access, voicemail, an inbox? If possible, complete the requisition forms or set-up access in advance of the student’s arrival so that he or she is not waiting to get started while arrangements are made.

Student Orientation Checklist
If possible, inform your student(s) of the orientation plan and schedule, including when/where the student(s) can access the personnel manual. During orientation session(s) it is recommended that the following areas are covered

**Supervision:**
- Role of field instructor and role of the student
- Learning and supervision styles
- Previous experience with supervision
- Guidelines around what will be discussed during supervision
- Determine who will set the agenda for supervision meetings (student, field instructor, or both)
- Set a weekly time for supervision meetings
- Discuss goals for the supervisory relationship and any anticipated issues

**Professional Conduct and Boundaries**
- Attendance, punctuality, dress code, lunch & other breaks
- Process for calling in sick or taking time off for appointments
☐ Acceptability of time for reading, self-care, and journaling during field education hours
☐ Agency policy on accepting gifts from clients
☐ Agency policy on driving clients in student’s personal vehicle
☐ Other behaviors that are and are not acceptable for students at your agency

**Agency Function, Purpose, Mission & Structure**
- Mission Statement
- Website/brochures
- Governance (ex. Is there a Board of Directors?)
- Organizational Chart
- History of the agency
- Annual report

**Physical Orientation**
- What space will the students work in?
- Where do meetings take place?
- Where are the restrooms?
- Where is the lunchroom?
- Where is the photocopier?
- Where is the supervisor’s office?
- Ensure the student has keys to the places they need keys for

**Who’s Who in the Agency?**
- Introduce the student to as many staff as possible
- Ensure the student understands who this agency serves, who the clients are and how they are to be interacted with

**Information Flow & Systems**
- Telephone (Do you need to dial 9 to get an outside line? Does the student need a code? How do you transfer calls? Voicemail? Long distance calling)
- Computer & Email (passwords, email account, etc.)
- Staff meetings and other required meetings

**Documentation**
- Confidentiality and computer access policies
- Statistics (where required)
- Safety violation or workplace hazard reporting
- Requisition or other forms the student may need to use
- Expectations regarding quality and timeframes for recordkeeping or reporting

**Safety**
- Is there a staff safety plan?
- Are there regular fire or other drills?
- What is the building evacuation plan?
- What is the protocol if a client becomes violent?
- What if a client is verbally abusive or inappropriate?
- Is there an alarm system? Will the student ever need to arm or disarm it?
Referral

☐ Is there a referral process or protocols?
☐ Where do referrals to your agency come from and go to?

Community

☐ Major community issues impacting the clients/agency
☐ Social service agencies/groups this agency regularly partners/works together with
☐ Social policies or laws that impact the agency’s work or operations
Appendix E

BSW Expectations for Grading Learning Agreement

• **Exceeds Competency:**
  - Student demonstrated exceeding the expectations of their Learning Agreement as evidenced by the following:
    - 230 or more documented hours completed within the Agency. (Does not include students with independent study requirements.)
    - Includes 1 or more hours of supervision weekly.
    - Use of Supervision is reflective of an entry level Social Work Professional in the field.
    - The student demonstrates independent thought and guides the supervision experience.
    - The student presents concerns regarding the agency or field experience in a professional manner that also provides solutions in an appropriate manner.
    - The student has completed all identified learning tasks and has participated in agency events and activities beyond what has been identified in the Learning Agreement.
    - The student demonstrated perfect attendance.
    - The student understands Social Work values and concepts. The student behaves as a beginning Social Work professional.
    - The student can work independently within the Agency. The student is self-directed and is able to initiate tasks not included on the Learning Agreement.

• **Meets Competency:**
  - The Student demonstrated meeting the expectations of their Learning Agreement as evidenced by the following:
    - 225 documented hours completed within the Agency.
    - Includes 1 hour of supervision weekly.
    - Use of Supervision is reflective of a Social Work student under the guidance of a Licensed Social Worker.
    - The student demonstrates competency in seeking supervision or resources to support their learning experience and enhance their independence within the Agency.
    - The student has completed all identified learning tasks as identified in the Learning Agreement.
    - The student missed 1 or fewer days of field work.
    - The student understands Social Work concepts and behaves as a beginning Social Work professional.

• **Minimally Meets Competency:**
  - The Student demonstrated minimally meeting the expectations of their Learning Agreement as evidenced by the following:
    - 225 documented hours completed within the Agency.
    - Includes 1 hour of supervision weekly.
    - Use of Supervision is reflective of a Social Work student that requires additional supports beyond what is expected:
      - The student attends Supervision regularly and is unprepared and/or not able to process or reflect with the Supervisor in order to improve Social Work skills.
      - The student has missed 3 scheduled Supervision meetings.
      - The student has not completed 1 of the 2 learning tasks identified for a practice behavior on the Learning Agreement and has not shown an effort to complete the tasks assigned.
    - The student missed no more than 2 days of field work.

• **Partially Meets Competency:**
The student demonstrated partially meeting the expectations of their Learning Agreement as evidenced by the following:

- Fewer than 225 documented hours completed within the Agency. (*Student must complete the mandatory minimum hours, they must ask for an extension from the Field Office if hours are not complete by the end of each semester)
- Includes fewer than 1 hour of supervision weekly.
- Use of Supervision is not reflective of a Social Work student working under a Licensed Social Work Professional.
- The student does not attend Supervision regularly and is unprepared and/or not able to process or reflect with the Supervisor in order to improve Social Work skills.
- The student has missed 4 or more scheduled Supervision meetings.
- The student has not completed 1 or more of the learning tasks identified for a practice behavior on the Learning Agreement and has not shown an effort to complete the tasks assigned.
- The student missed more than 3 days of field work.
- The student struggled with performing at a beginning level social work professional.
- The student was unable to receive supervision redirection to improve performance.
- The student was unwilling to correct performance after supervision redirection.
- Student is unable to integrate Social Work values and concepts while performing tasks.
- The student struggles with Agency policy and procedures. The student is unable to articulate concepts during supervision sessions.
- The student is unable to work independently on identified tasks in the Learning Agreement.

**Failed to Meet Competency:**

- The Student demonstrated a failure to meet expectations of their Learning Agreement as evidenced by the following:
  - Fewer than 225 documented hours completed within the Agency. (*Student must complete the mandatory minimum hours, they must ask for an extension from the Field Office if hours are not complete by the end of each semester)
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  - The student does not attend Supervision regularly and is unprepared and/or not able to process or reflect with the Supervisor in order to improve Social Work skills.
  - The student has missed 4 or more scheduled Supervision meetings.
  - The student has not completed the learning tasks identified for a practice behavior on the Learning Agreement and has not shown an effort to complete the tasks assigned.
  - The student missed more than 3 days of field work.
  - The student violated Agency policy and procedure.
  - Student is not suitable for beginning level Social Work practice.
  - The student is unwilling to work independently within the Agency.
SAGINAW VALLEY STATE UNIVERSITY
Department of Social Work & Youth Services

SW 483: Social Work Field Instruction I
Department of Social Work & Youth Services
SEMESTER YEAR

Instructor:
Office:
Phone:
Email: Office hours:
Field Liaisons:

Mission of the Department of Social Work & Youth Services
Consistent with the mission of the University and requirements of the Council on Social Work Education EPAS (2015), the mission of the Department of Social Work & Youth Services at SVSU is to promote social welfare and well-being for residents of Great Lakes Bay region, the state of Michigan and beyond through generalist education about evidence-based social work practice and advancement of knowledge about social problems. We seek to educate ethical, effective, and diversity competent generalist social workers who are prepared to provide interprofessional services that promote human rights and social, economic, and environmental justice to the oppressed peoples and institutions that reside in rural, suburban, and urban areas. Graduates from our program will be prepared for leadership in direct and indirect practices that empower individuals, families, groups, and communities.

Please review the Mission and Goals of the department on our website at http://svsu.edu/socialwork/about/

Students with Disabilities
This instructor is committed to providing a safe and comfortable environment for students with disabilities. Students who feel they will need accommodations should contact the Office of Disability Services to determine eligibility, if they have not done so already. Please approach me as soon as possible with any need for accommodation.

Description of the Course
Social work field education is the capstone of the Bachelor of Social Work degree program. Field education entails a two-semester agency-based social work experience in an approved community agency. Students in social work field education are placed in an agency for two semesters and are supervised by an agency staff member, normally an MSW, who is authorized to provide instruction by the University and BSW program field director.

Students in field education are required to complete 15 hours per week in the agency placement for 15 weeks in Fall semester and 15 weeks in Winter semester. Students apply the skills and knowledge they have been learning during campus-based courses to actual practice in work with assigned client systems. Agency-based field instructors provide a minimum of one hour per week of direct supervision, arrange for students to be supervised in assigned tasks, and complete an evaluation of the student at the end of each semester in field placement.

Prerequisites & Corequisites
Social work students must complete all prerequisite social work courses prior to entering field education. These include the Interdisciplinary Prerequisite Courses and SW 215, 300, 316, 318, 320, 329, and 330. Placement I is taken concurrently with SW 401 (Practice II) and SW 485 (Senior Seminar). Placement II is taken concurrently with SW 402 (Practice III) and SW 403 (Policy II). Co-requisite courses include assignments that students will be expected to complete in or apply to their field experiences.

TEXTS


*Other course readings uploaded on Canvas, at instructor’s discretion

Course Objectives
Students will be able to:

- Operationalize the nine competencies for social work practice, as defined by the Council of Social Work Education, and implemented by the Bachelor of Social Work program. of the Social Work Program in their field placement and course work.
- Integrate classroom learning and apply this learning to service delivery situations
- Become actively identified as a social work professional.

These objectives are achieved in an orderly and planned process which involves the field instructor and student engaging in the following tasks:

- Assessing the student's learning needs
- Determining the extent to which the agency and field instructor can meet those needs
- Designing a direct service educational experience to help the student meet those needs which reflects the execution and completion of the program objectives, and, also practice competencies found below
- Providing students with feedback and guidance on performance through regular structured conferences, analysis of recording, attendance at staff meetings, attendance at staff development meetings, and other appropriate mechanisms

The two placement terms are viewed together as one extensive learning experience, guided by the same general program objectives and tasks. It is expected that throughout the two terms the learning experiences will be progressive and developmental in nature. That is, assignments should not merely be a repeat of what the student has already been doing, but should continually challenge the student to acquire new knowledge and to develop and apply new skills.

By the time they have completed the senior field experience placement; students should have developed and implemented the following competencies as outlined by the Undergraduate Social Work Curriculum Development Project. Thus, these competencies are viewed as specific objectives to be accomplished throughout the academic year.

Learning Competencies/Social Work Competencies
The nine Social Work Competencies, as outlined by the Counsel on Social Work Education, are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These thirty-one behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

**Competency 1—Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4 Use technology ethically and appropriately to facilitate practice outcomes
1.5 Use supervision and consultation to guide professional judgment and behavior

**Competency 2—Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2 Engage in practices that advance social, economic, and environmental justice

**Competency 4 – Engage In Practice-informed Research and Research-informed Practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

4.1 Use practice experience and theory to inform scientific inquiry and research
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery

**Competency 5 – Engage in Policy Practice**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance
practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making.

Social workers:

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**Competency 8–Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9–Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

9.1 Select and use appropriate methods for evaluation of outcomes
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Personal and Professional Development**
Students must aim to achieve a level of maturity and of ethical principles that are in accord with their professional responsibilities. Self-understanding, self-acceptance and acceptance of others are required in the helping professions. These qualities can be demonstrated by such things as students' awareness of the client's perception of them (including their dress); the ability to cooperate with clients and with other staff; and through the productive use of supervision. They must also demonstrate respect for the individual's right to self-determination and the ability to work with people, not for people; the ability to see each person as an individual, the willingness to recognize their own personal limitations, and openness to new ideas.

Professionalism requires taking the responsibility for one's own work, as demonstrated by the ability to plan one's own work load effectively. Students must work collaboratively with others and participate appropriately in conferences and staff meetings. Preparation of written reports and appropriate case recordings, along with dependability and punctuality are also expected professional responsibilities.

Students develop an understanding of the helping relationship through experience, as well as skills and self-discipline in its use. They develop the skills to initiate contact with a client system; to maintain rapport without sacrificing focus or limits; to terminate the relationship with an evaluation of their actions and those of the client system; to handle relationships with persons from a variety of age, sex, ethnic/racial and socio-economic backgrounds; to assist client systems in making plans and to modify them when necessary.

**Professional Conduct**
Students within this course are expected to demonstrate professional behaviors. Unprofessional behaviors will be subject to referral to the College of Health and Human Services Professional Conduct Committee. Failure to fulfill outcomes of a referral to this Committee may result in failure of this course.

Students are expected to continue to meet the Admission and Retention Criteria for the Social Work Department as described in the SVSU Catalogue and the Student Handbook. Students are expected to abide by the NASW Code of Ethics at all times including in class and in field placement. Failure to meet the Admission and Retention Criteria, to abide by the Code of Ethics, or meet the expectations for professional conduct may result in suspension or dismissal from the Social Work Major.
Description of Roles
The following descriptions are intended to aid the student in sorting out the various roles and responsibilities of those involved in social work field education. This description is not intended to be comprehensive, but merely a guide.

Director of Field Education - Monitors the overall operation of the field placement program. Conducts orientations for field placement and coordinates Agency Field Day. Transmits assignments from students to liaisons and back as indicated in the schedule. Assists in replacement of students when requested by the liaison. Conducts General Lab Meetings. Hears grievances regarding the field placement component of the social work program.

Faculty Field Liaison - Provides a link between the Social Work Department, the student, the field instructor, the agency, and site supervisors (if different from the field instructor). Conducts Liaison Meetings. Grades Learning Contract and written assignments. Visits field sites, ensures consistency and appropriateness of experiences, and participates and/or reviews the student performance evaluation. Assigns the final grade for SW 483 & 484. Assists in resolving problems when the student and field instructor are unable to do so. Requests replacement if deemed appropriate. See Manual for further description.

Field Instructor - Supervises the students field experience to ensure growth and development as a professional general practice social worker. Meets with the student regularly to facilitate understanding of the application of social work values, methods, techniques, and skills in the field experience. Evaluates the student's performance and recommends the grade for the field work portion of the course to the faculty liaison.

Site or Task Supervisor - The employee of the field placement agency who oversees the student's experience. In most cases this person is also the field instructor. However, some agencies must utilize a professional social worker from another program or from outside of the agency as a field instructor. The site supervisor assigns cases, ensures compliance with agency standards, verifies hours, participates in relevant portions of the student's performance evaluation, and performs other duties commensurate with supervising the daily activities of the student while at the agency.

Department Chairperson- Director of Social Work Program - Coordinates the overall academic program and ensures compliance with university and accreditation standards. Reviews course equivalency requests for transferring social work credits. Represents the department at the college, university, and community level. Chairs department meetings. Maintains department records and oversees its budget. Participates in grievances regarding the academic component of the social work program in accordance with the SVSU Student Handbook and acts in place of the field placement coordinator in cases where the coordinator is also the faculty liaison.

Faculty Mentor/Advisor - Monitors eligibility for admission and retention for the social work major and admission to the field. Advises students regarding career options and planning.

Student Grading Procedure
Grades for this course are based on a combination of field instructor evaluation of student performance in field placement, student completion of written assignments, and attendance / participation in field liaison meetings scheduled throughout the semester. The field instructor will submit the completed Field Instructor Assessment of Student Performance one week before the end of the term. Thus the field instructor recommends a grade for the agency field experience component of the course.
Any student or field instructor who has concerns about the placement, learning opportunities, or student progress in field placement should contact her / his field liaison by mid-semester to discuss a plan for remediation.

**Students must submit the following written assignments:**
- Field Education Reflections 6 points
- Field Liaison Presentation/Outline 4 points
- Field Placement Evaluation 75 points
- Final Self Evaluation 15 points

**Additional Field Requirements:**
- Submit Agency Information Update Form(point deduction)
- Attend Mega Simulation(point deduction)
- Attend Scheduled Liaison Meetings(point deduction)

In addition, attendance at scheduled liaison meetings is mandatory. Written field education summaries will be collected at the beginning of each meeting. Failure to attend a liaison meeting, a scheduled field event, and/or submit a summary will result in a deduction of 2% of the final grade. Excused absences include documented accidents, illness, and death in the family. Students must provide documentation to the liaison for all absences since it will be up to the liaison to decide if they will excuse the absence and accept the late assignment.

The faculty liaison has ultimate responsibility in recording the final grade, including the agency component and the written class component. The faculty liaison will not change the agency component grade recommended by the field instructor without discussing the grade conflict with the field instructor. Students who disagree with the recommended or final grade should directly contact the faculty liaison and/or field instructor; if the matter is not resolved at this level the student should then bring the matter to the Field Placement Coordinator. The Coordinator will then meet with the involved parties as the final Social Work Department procedure for resolving disagreements over Field Placement grades.

**Students must complete a minimum of 225 hours of agency-based field experience, complete all written work, and submit the Field Instructor Final Evaluation in order to receive a passing grade in this course.** If the minimum of 225 agency-based field hours are not completed, regardless of the completion of coursework, excused absences, medical, family, financial, transportation barriers or emergencies a student will be unable to receive a passing grade. A student may request an incomplete grade with prior approval of the field office and documentation of a plan to complete any hours missed prior to the start of the next academic semester.

**Course Grading**
Course grades will be determined according to the following scale:

<table>
<thead>
<tr>
<th>total points earned</th>
<th>letter grade</th>
<th>numeric grade</th>
<th>total points earned</th>
<th>letter grade</th>
<th>numeric grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
<td>4</td>
<td>77-79.9</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>90 - 92.9</td>
<td>A-</td>
<td>3.7</td>
<td>70-76.9</td>
<td>C</td>
<td>2</td>
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LIAISON MEETINGS

Liaison Meetings are small group meetings with your faculty field liaison. Liaison assignments are identified in the Field Placement Directory and will be distributed at the field orientation meeting on August 24th. Liaison meetings will take place at 3:00-3:50 pm on the first and third Tuesdays of each month during Fall and Winter semesters. Liaison meetings are in assigned classrooms, unless other arrangements are made. If your liaison is unable to attend a meeting, you will be directed to meet with the Director of Field Education or a faculty member.

Liaison meetings consist of review of the students’ written summaries and discussion of topics related to agency practice. These meetings are intended to meet the State of Michigan licensing requirements for supervision for all social work students.

Incompletes:
Students must contact the instructor and provide appropriate documentation to justify an incomplete by no later than two weeks before the end of the semester. Incompletes will only be offered in extenuating circumstances (extended illness, for e.g.) and not because of procrastination or lack of effort.

Assignment Guidelines
Writing
The social work department cannot stress strongly enough the need for good writing skills. The following are policies related to writing which will be followed in this course.

- Writing is an important skill in social work. Often, 50% or more of any social work occupation involves writing. Up to 15% of any assignment may be deducted because of spelling errors, sentence fragments, run-on sentences or other grammar/construction issues. Check your work carefully before submission. Use the writing center on campus is encouraged. They have computer programs and tutors who can give you advice and suggestions. APA formatting is required for all submissions (12-point font, double space, regular margins, title page, etc.) This includes all written submission related to this course.

- In addition to meeting the requirements of the assignment, written assignments will be evaluated according to the following criteria:
  - Integration: logical progression and presentation of ideas; central purpose of the work is clear throughout and the text is well organized;
  - Creativity: innovative integration of concepts; awareness and accurate use of relevant issues or research material; critical thinking is utilized;
  - Correctness: accurate and appropriate use of references and concepts; grammatical and structural accuracy;
  - Clarity: clear and understandable answers and analyses; legibly written or typed, using common sense sentences.
  - Sources: appropriate sources are used in a scholarly approach to the topic. Sources are cited according to APA* standards throughout the text.

* Students need access to an APA writing manual as all course papers assignment must use correct APA in-text citations and reference pages. The following resource is recommended:
Rewrites
Rewrites of assignments may be allowed, per the instructor's discretion. All rewrites will be due one week from the day they are returned. Students may receive (but are not guaranteed) a score of up to 80% for a rewrite. Late submissions and papers graded as zero due to plagiarism may not be rewritten.

Plagiarism
Intentionally or unintentionally presenting another person’s expressions – ideas, opinions, illustration, data, style – a one’s own expression will result in a zero for that assignment. No exceptions. This includes citing entire sections of, or even just a sentence of someone else’s work, without giving credit to the originator; paraphrasing of someone else’s original idea without citation is also considered plagiarism.

Please familiarize yourself with the University’s policy on academic dishonesty, which states that violations could result in dismissal from the University.

Late Assignments
No late assignments will be accepted unless the student has an emergency situation and discusses this with the instructor in person or makes an appropriate contact by phone or email. No exceptions will be made unless otherwise cleared with the instructor.

Course Policies
Professional Behavior
Students in this course are expected to demonstrate professional behaviors. Unprofessional behaviors may be subject to referral to the College of Health and Human Services Professional Conduct Committee. Failure to fulfill outcomes of a referral to this Committee may result in failure of this course. In addition, students are expected to continue to meet the Admission and Retention Criteria for the Social Work Department as described in the SVSU Catalogue and the Student Handbook. Students are expected to abide by the NASW Code of Ethics at all times, including in class. Failure to meet the Admission and Retention Criteria, to abide by the Code of Ethics, or to meet the expectations for professional conduct may result in suspension or dismissal from the Social Work Major.

Attendance
It is the policy of the Department of Social Work & Youth Services that missing more than 25% of class sessions will result in a failing grade regardless of whether the absences are excused or unexcused. Students who miss more than 25% of class sessions will be asked to withdraw from the course or will receive a failing grade in the course.

Per department attendance policy, the following calculations will be used to determine the 25% requirement (these calculations are based on 15 weeks):
For sections that meet one time per week: 25% will equal 3.75 classes
For sections that meet two times per week: 25% will equal 7.5 classes
For hybrid and on-line sections, the 25% calculation will be determined by the course instructor.

The Department of Social Work & Youth Services recognizes that there are some circumstances where attendance accommodation is necessary. These occasions are ones which have been communicated to the instructor by the student and through formal documentation with the Office of Disability Services. Students are
responsible for discussing the need for accommodation as soon as the need arises. Students will complete a Flexible Attendance Agreement (available from the Department Chair) in conjunction with the instructor.

Communication
Please understand that communication is a significant tool of instruction. If you do not receive a response from me within a reasonable amount of time, please attempt another contact. It is never my intention to ignore you, however mistakes do happen and I might miss something. Please use any and all methods of communication: email, office hours, phone and text messaging. I have provided for all of these means of communication.

**Please use them!**

*Regarding Grading:* I will never take points off of an assignment without comments as to why you lost points. Please review the comments on your submission in the course site. In addition, I almost always provide comments back on submissions with full credit. Please make it a habit to visit the course site to look at your submissions, whether you received full credit or not.

Group Work
Students participating in this course will be working in groups for a portion of the course. It may be necessary to share student contact information such as phone numbers and e-mail addresses. If any student has a concern about sharing this information, please see the instructor. Not discussing a concern directly with the instructor constitutes agreement to share contact information.

Limits to Confidentiality
Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of SVSU community members and others. As the instructor, and a social worker who is a mandated reporter, I must report the following information to Children’s Protective Services and/or other University offices if you share it with me:

- Suspected current abuse/neglect, if you are a minor or it involves another minor
- Allegations of sexual assault or sexual harassment when they involve SVSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the SVSU Counseling Center.

Name and Pronoun Use in the Classroom
Class rosters are provided to the instructor with the students’ legal names. The instructor will gladly honor your request to address you by an alternate name or gender pronoun. Please advise your instructor of your request early in the semester so that he/she may make appropriate changes to language use in the classroom.

Disclaimer
All content in this syllabus are subject to change at the discretion of the instructor
**COURSE SCHEDULE**
(Information in the syllabus may be changed at the instructor’s discretion)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE &amp; TIME</th>
<th>CONTENT/ Assignments</th>
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<tbody>
<tr>
<td>Pre-fall</td>
<td></td>
<td>• <strong>Mandatory</strong> Field Education Orientation and Initial Liaison Meeting</td>
</tr>
<tr>
<td>Pre-fall</td>
<td></td>
<td>• First Day of Classes begins August 27- official beginning of field education</td>
</tr>
</tbody>
</table>
| 1         |             | • LABOR DAY break September 3-4 Students must arrange to make up any hours missed due to school holidays.  
|           |             | • Begin work on Learning Agreement with field instructor.                               |
| 2         |             | During weeks 3-8, Agency appointments must be scheduled/completed with Liaison and Field Instructors/Supervisors.  
<p>| 3         |             | • You must update the field office of any changes to your field contract (change in supervisor, updated phone numbers, name changes, etc.) |
| 4         |             | • Liaison Meeting- September 18 3-3:50 pm                                             |
|           |             | • Learning Agreement Due September 18- Uploaded to <strong>BSW Social Work Field 18-19</strong>     |
|           |             | • First Liaison Reflection Due before 3 pm September 18- Uploaded to <strong>SW 483 FA 18</strong> |
| 5         |             | • Mega Simulation- Second Floor Curtiss Hall: Friday 9/28                              |
|           |             | • First session- 9 am -12 pm                                                          |
|           |             | • Second session- 1-4 pm                                                              |
| 6         |             | • Liaison Meeting- October 2 3-3:50 pm                                               |
|           |             | • Group Presentations will be conducted                                               |
|           |             | • All group outlines are due to <strong>SW 483 FA 18</strong>                                     |
| 7         |             | • Liaison Meeting- October 16 3-3:50 pm                                              |
|           |             | • Group Presentations will continue                                                   |
| 8         |             | •    Liaison Meeting- October 16 3-3:50 pm                                             |
|           |             | • Group Presentations will continue                                                   |
| 9         |             | • LEAD Day-November 1st (This event will take place of the November 6th liaison meeting.) |
| 10        |             | • Liaison Meeting- MOVED to LEAD Day activities                                     |
|           |             | (There is no in-person liaison meeting on 11/6)                                        |
| 11        |             | • Liaison Meeting- MOVED to LEAD Day activities                                     |
|           |             | (There is no in-person liaison meeting on 11/6)                                        |
| 12        |             | • Liaison Meeting- November 20 3-3:50 pm in <strong>Ott</strong>                                   |
|           |             | • Liaison Summary due November 20- Uploaded to <strong>SW 483 FA 18</strong>                      |
|           |             | • THANKSGIVING BREAK Nov. 21-23. Students must arrange to make up hours missed due to school holidays. |
| 13        |             | • Begin working on Final Report/Self-Evaluation                                         |
| 14        |             | • Liaison/End of semester Meeting December 4th 3-3:50 pm                            |
| 15        |             | • Liaison/End of semester Meeting December 4th 3-3:50 pm                            |</p>
<table>
<thead>
<tr>
<th>16</th>
</tr>
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</table>
| **Self-care event!**  
  - Self-Care Contract Due (turned in during event)  
  - Final Self Evaluation due to liaison before 3 pm on December 4th  
  - Uploaded to **SW 483 FA 18**  
  - You must have your completed Learning Agreement uploaded before 3 pm on December 4. It will be uploaded to **BSW Social Work Field 18-19** for review. |

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<th>16</th>
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| **FINAL EXAM WEEK**  
  - Graded Final Learning Agreements Due December 14! Your field instructor must have your final evaluation graded by 3 pm on December 14th. If the assignment is not graded by 3:00 pm on December 14th, you will be given an Incomplete in SW 483 which will be changed once you grade has been submitted. |
Mission of the Department of Social Work & Youth Services
Consistent with the mission of the University and requirements of the Council on Social Work Education EPAS (2015), the mission of the Department of Social Work & Youth Services at SVSU is to promote social welfare and well-being for residents of Great Lakes Bay region, the state of Michigan and beyond through generalist education about evidence-based social work practice and advancement of knowledge about social problems. We seek to educate ethical, effective, and diversity competent generalist social workers who are prepared to provide interprofessional services that promote human rights and social, economic, and environmental justice to the oppressed peoples and institutions that reside in rural, suburban, and urban areas. Graduates from our program will be prepared for leadership in direct and indirect practices that empower individuals, families, groups, and communities.

Please review the Mission and Goals of the department on our website at http://svsu.edu/socialwork/about/

Students with Disabilities
This instructor is committed to providing a safe and comfortable environment for students with disabilities. Students who feel they will need accommodations should contact the Office of Disability Services to determine eligibility, if they have not done so already. Please approach me as soon as possible with any need for accommodation.

Description of the Course
Social work field education is the capstone of the Bachelor of Social Work degree program. Field education entails a two-semester agency-based social work experience in an approved community agency. Students in social work field education are placed in an agency for two semesters and are supervised by an agency staff member, normally an MSW, who is authorized to provide instruction by the University and BSW program field director.

Students in field education are required to complete 15 hours per week in the agency placement for 15 weeks in Fall semester and 15 weeks in Winter semester. Students apply the skills and knowledge they have been learning during campus-based courses to actual practice in work with assigned client systems. Agency-based field instructors provide a minimum of one hour per week of direct supervision, arrange for students to be supervised in assigned tasks, and complete an evaluation of the student at the end of each semester in field placement.

Prerequisites & Corequisites
Social work students must complete all prerequisite social work courses prior to entering field education. These include the Interdisciplinary Prerequisite Courses and SW 215, 300, 316, 318, 320, 329, and 330. Placement
I is taken concurrently with SW 401 (Practice II) and SW 485 (Senior Seminar). Placement II is taken concurrently with SW 402 (Practice III) and SW 403 (Policy II). Co-requisite courses include assignments that students will be expected to complete in or apply to their field experiences.

**TEXTS**


*Other course readings uploaded on Canvas, at instructor’s discretion

**Course Objectives**
Students will be able to:

- Operationalize the nine competencies for social work practice, as defined by the Council of Social Work Education, and implemented by the Bachelor of Social Work program. of the Social Work Program in their field placement and course work.
- Integrate classroom learning and apply this learning to service delivery situations
- Become actively identified as a social work professional.

These objectives are achieved in an orderly and planned process which involves the field instructor and student engaging in the following tasks:

- Assessing the student's learning needs
- Determining the extent to which the agency and field instructor can meet those needs
- Designing a direct service educational experience to help the student meet those needs which reflects the execution and completion of the program objectives, and, also practice competencies found below
- Providing students with feedback and guidance on performance through regular structured conferences, analysis of recording, attendance at staff meetings, attendance at staff development meetings, and other appropriate mechanisms

The two placement terms are viewed together as one extensive learning experience, guided by the same general program objectives and tasks. It is expected that throughout the two terms the learning experiences will be progressive and developmental in nature. That is, assignments should not merely be a repeat of what the student has already been doing, but should continually challenge the student to acquire new knowledge and to develop and apply new skills.

By the time they have completed the senior field experience placement; students should have developed and implemented the following competencies as outlined by the Undergraduate Social Work Curriculum Development Project. Thus, these competencies are viewed as specific objectives to be accomplished throughout the academic year.

**Learning Competencies/Social Work Competencies**
The nine Social Work Competencies, as outlined by the Counsel on Social Work Education, are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise
the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These thirty-one behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

**Competency 1–Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4 Use technology ethically and appropriately to facilitate practice outcomes
1.5 Use supervision and consultation to guide professional judgment and behavior

**Competency 2 –Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers...
understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2 Engage in practices that advance social, economic, and environmental justice

**Competency 4 – Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

4.1 Use practice experience and theory to inform scientific inquiry and research
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery

**Competency 5 – Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value
principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making.

Social workers:

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9—Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

9.1 Select and use appropriate methods for evaluation of outcomes
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Personal and Professional Development**
Students must aim to achieve a level of maturity and of ethical principles that are in accord with their professional responsibilities. Self-understanding, self-acceptance and acceptance of others are required in the helping professions. These qualities can be demonstrated by such things as students’ awareness of the client’s perception of them (including their dress); the ability to cooperate with clients and with other staff; and through the productive use of supervision. They must also demonstrate respect for the individual’s right to self-determination and the ability to work with people, not for people; the ability to see each person as an individual, the willingness to recognize their own personal limitations, and openness to new ideas.

Professionalism requires taking the responsibility for one's own work, as demonstrated by the ability to plan one's own work load effectively. Students must work collaboratively with others, and participate appropriately in conferences and staff meetings. Preparation of written reports and appropriate case recordings, along with dependability and punctuality are also expected professional responsibilities.

Students develop an understanding of the helping relationship through experience, as well as skills and self-discipline in its use. They develop the skills to initiate contact with a client system; to maintain rapport without sacrificing focus or limits; to terminate the relationship with an evaluation of their actions and those of the client system; to handle relationships with persons from a variety of age, sex, ethnic/racial and socio-economic backgrounds; to assist client systems in making plans and to modify them when necessary.

**Professional Conduct**
Students within this course are expected to demonstrate professional behaviors. Unprofessional behaviors will be subject to referral to the College of Health and Human Services Professional Conduct Committee. Failure to fulfill outcomes of a referral to this Committee may result in failure of this course.

Students are expected to continue to meet the Admission and Retention Criteria for the Social Work Department as described in the SVSU Catalogue and the Student Handbook. Students are expected to abide by the NASW *Code of Ethics* at all times including in class and in field placement. Failure to meet the Admission and Retention Criteria, to abide by the *Code of Ethics*, or meet the expectations for professional conduct may result in suspension or dismissal from the Social Work Major.
Description of Roles
The following descriptions are intended to aid the student in sorting out the various roles and responsibilities of those involved in social work field education. This description is not intended to be comprehensive, but merely a guide.

**Director of Field Education** - Monitors the overall operation of the field placement program. Conducts orientations for field placement and coordinates Agency Field Day. Transmits assignments from students to liaisons and back as indicated in the schedule. Assists in replacement of students when requested by the liaison. Conducts General Lab Meetings. Hears grievances regarding the field placement component of the social work program.

**Faculty Field Liaison** - Provides a link between the Social Work Department, the student, the field instructor, the agency, and site supervisors (if different from the field instructor). Conducts Liaison Meetings. Grades Learning Contract and written assignments. Visits field sites, ensures consistency and appropriateness of experiences, and participates and/or reviews the student performance evaluation. Assigns the final grade for SW 483 & 484. Assists in resolving problems when the student and field instructor are unable to do so. Requests replacement if deemed appropriate. See Manual for further description.

**Field Instructor** - Supervises the students field experience to ensure growth and development as a professional general practice social worker. Meets with the student regularly to facilitate understanding of the application of social work values, methods, techniques, and skills in the field experience. Evaluates the student's performance and recommends the grade for the field work portion of the course to the faculty liaison.

**Site or Task Supervisor** - The employee of the field placement agency who oversees the student's experience. In most cases this person is also the field instructor. However, some agencies must utilize a professional social worker from another program or from outside of the agency as a field instructor. The site supervisor assigns cases, ensures compliance with agency standards, verifies hours, participates in relevant portions of the student's performance evaluation, and performs other duties commensurate with supervising the daily activities of the student while at the agency.

**Department Chairperson- Director of Social Work Program** - Coordinates the overall academic program and ensures compliance with university and accreditation standards. Reviews course equivalency requests for transferring social work credits. Represents the department at the college, university, and community level. Chairs department meetings. Maintains department records and oversees its budget. Participates in grievances regarding the academic component of the social work program in accordance with the SVSU Student Handbook and acts in place of the field placement coordinator in cases where the coordinator is also the faculty liaison.

**Faculty Mentor/Advisor** - Monitors eligibility for admission and retention for the social work major and admission to the field. Advises students regarding career options and planning.

**Student Grading Procedure**
Grades for this course are based on a combination of field instructor evaluation of student performance in field placement, student completion of written assignments, and attendance / participation in field liaison meetings scheduled throughout the semester. The field instructor will submit the completed Field Instructor Assessment of Student Performance one week before the end of the term. Thus, the field instructor recommends a grade for the agency field experience component of the course.
Any student or field instructor who has concerns about the placement, learning opportunities, or student progress in field placement should contact her / his field liaison by mid-semester to discuss a plan for remediation.

Students must submit the following written assignments:
- Field Education Summaries 10 points
- Field Placement Evaluation 75 points
- Final Student/Self Evaluation 5 points
- Liaison Meeting Attendance and Participation 10 points

In addition, attendance at scheduled liaison meetings is mandatory. Written field education summaries will be collected at the beginning of each meeting. Failure to attend a liaison meeting, a scheduled field event, and/or submit a summary will result in a deduction of 2% of the final grade. Excused absences include documented accidents, illness, and death in the family. Students must provide documentation to the liaison for all absences since it will be up to the liaison to decide if they will excuse the absence and accept the late assignment.

The faculty liaison has ultimate responsibility in recording the final grade, including the agency component and the written class component. The faculty liaison will not change the agency component grade recommended by the field instructor without discussing the grade conflict with the field instructor. Students who disagree with the recommended or final grade should directly contact the faculty liaison and/or field instructor; if the matter is not resolved at this level the student should then bring the matter to the Field Placement Coordinator. The Coordinator will then meet with the involved parties as the final Social Work Department procedure for resolving disagreements over Field Placement grades.

Students must complete a minimum of 225 hours of agency-based field experience, complete all written work, and submit the Field Instructor Final Evaluation in order to receive a passing grade in this course. If the minimum of 225 agency-based field hours are not completed, regardless of the completion of coursework, excused absences, medical, family, financial, transportation barriers or emergencies a student will be unable to receive a passing grade. A student may request an incomplete grade with prior approval of the field office and documentation of a plan to complete any hours missed prior to the start of the next academic semester.

Course Grading
Course grades will be determined according to the following scale:

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<tr>
<th>total points earned</th>
<th>letter grade</th>
<th>numeric grade</th>
<th>total points earned</th>
<th>letter grade</th>
<th>numeric grade</th>
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<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
<td>4</td>
<td>77-79.9</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>90 - 92.9</td>
<td>A-</td>
<td>3.7</td>
<td>70-76.9</td>
<td>C</td>
<td>2</td>
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<tr>
<td>87-89.9</td>
<td>B+</td>
<td>3.3</td>
<td>59.5-69.9</td>
<td>D</td>
<td>1</td>
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<tr>
<td>83-86.9</td>
<td>B</td>
<td>3</td>
<td>0 - 59.4</td>
<td>F</td>
<td>0</td>
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<tr>
<td>80-82.9</td>
<td>B-</td>
<td>2.7</td>
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LIAISON MEETINGS

Liaison Meetings are small group meetings with your faculty field liaison. Liaison assignments are identified in the Field Placement Directory and will be distributed at the field orientation meeting during the first week of Fall semester. Liaison meetings will take place at 3:00-3:50 pm on the first and third Tuesdays of each month during Fall and Winter semesters. Liaison meetings are in assigned classrooms, unless other arrangements are made. If your liaison is unable to attend a meeting, you will be directed to meet with the Director of Field Education or a faculty member.

Liaison meetings consist of review of the students’ written summaries and discussion of topics related to agency practice. These meetings are intended to meet the State of Michigan licensing requirements for supervision for all social work students.

Incompletes:
Students must contact the instructor and provide appropriate documentation to justify an incomplete by no later than two weeks before the end of the semester. Incompletes will only be offered in extenuating circumstances (extended illness, for e.g.) and not because of procrastination or lack of effort.

Assignment Guidelines
Writing
The social work department cannot stress strongly enough the need for good writing skills. The following are policies related to writing which will be followed in this course.

- Writing is an important skill in social work. Often, 50% or more of any social work occupation involves writing. Up to 15% of any assignment may be deducted because of spelling errors, sentence fragments, run-on sentences or other grammar/construction issues. Check your work carefully before submission. Use the writing center on campus is encouraged. They have computer programs and tutors who can give you advice and suggestions. APA formatting is required for all submissions (12-point font, double space, regular margins, title page, etc.) This includes all written submission related to this course.

- In addition to meeting the requirements of the assignment, written assignments will be evaluated according to the following criteria:
  - Integration: logical progression and presentation of ideas; central purpose of the work is clear throughout and the text is well organized;
  - Creativity: innovative integration of concepts; awareness and accurate use of relevant issues or research material; critical thinking is utilized;
  - Correctness: accurate and appropriate use of references and concepts; grammatical and structural accuracy;
  - Clarity: clear and understandable answers and analyses; legibly written or typed, using common sense sentences.
  - Sources: appropriate sources are used in a scholarly approach to the topic. Sources are cited according to APA* standards throughout the text.

* Students need access to an APA writing manual as all course papers assignment must use correct APA in-text citations and reference pages. The following resource is recommended:


Rewriting
Rewrites of assignments may be allowed, per the instructor's discretion. All rewrites will be due one week from the day they are returned. Students may receive (but are not guaranteed) a score of up to 80% for a rewrite. Late submissions and papers graded as zero due to plagiarism may not be rewritten.

Plagiarism
Intentionally or unintentionally presenting another person’s expressions – ideas, opinions, illustration, data, style – a one’s own expression will result in a zero for that assignment. No exceptions. This includes citing entire sections of, or even just a sentence of someone else’s work, without giving credit to the originator; paraphrasing of someone else’s original idea without citation is also considered plagiarism.

Please familiarize yourself with the University’s policy on academic dishonesty, which states that violations could result in dismissal from the University.

Late Assignments
No late assignments will be accepted unless the student has an emergency situation and discusses this with the instructor in person or makes an appropriate contact by phone or email. No exceptions will be made unless otherwise cleared with the instructor.

Course Policies
Professional Behavior
Students in this course are expected to demonstrate professional behaviors. Unprofessional behaviors may be subject to referral to the College of Health and Human Services Professional Conduct Committee. Failure to fulfill outcomes of a referral to this Committee may result in failure of this course. In addition, students are expected to continue to meet the Admission and Retention Criteria for the Social Work Department as described in the SVSU Catalogue and the Student Handbook. Students are expected to abide by the NASW Code of Ethics at all times, including in class. Failure to meet the Admission and Retention Criteria, to abide by the Code of Ethics, or to meet the expectations for professional conduct may result in suspension or dismissal from the Social Work Major.

Attendance
It is the policy of the Department of Social Work & Youth Services that missing more than 25% of class sessions will result in a failing grade regardless of whether the absences are excused or unexcused. Students who miss more than 25% of class sessions will be asked to withdraw from the course or will receive a failing grade in the course.

Per department attendance policy, the following calculations will be used to determine the 25% requirement (these calculations are based on 15 weeks):
For sections that meet one time per week: 25% will equal 3.75 classes
For sections that meet two times per week: 25% will equal 7.5 classes
For hybrid and on-line sections, the 25% calculation will be determined by the course instructor.

The Department of Social Work & Youth Services recognizes that there are some circumstances where attendance accommodation is necessary. These occasions are ones which have been communicated to the instructor by the student and through formal documentation with the Office of Disability Services. Students are responsible for discussing the need for accommodation as soon as the need arises. Students will complete a Flexible Attendance Agreement (available from the Department Chair) in conjunction with the instructor.

Communication
Please understand that communication is a significant tool of instruction. If you do not receive a response from me within a reasonable amount of time, please attempt another contact. It is never my intention to ignore you, however mistakes do happen and I might miss something. Please use any and all methods of communication: email, office hours, phone and text messaging. I have provided for all of these means of communication.

Please use them!

Regarding Grading: I will never take points off of an assignment without comments as to why you lost points. Please review the comments on your submission in the course site. In addition, I almost always provide comments back on submissions with full credit. Please make it a habit to visit the course site to look at your submissions, whether you received full credit or not.

Group Work
Students participating in this course will be working in groups for a portion of the course. It may be necessary to share student contact information such as phone numbers and e-mail addresses. If any student has a concern about sharing this information, please see the instructor. Not discussing a concern directly with the instructor constitutes agreement to share contact information.

Limits to Confidentiality
Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of SVSU community members and others. As the instructor, and a social worker who is a mandated reporter, I must report the following information to Children’s Protective Services and/or other University offices if you share it with me:

• Suspected current abuse/neglect, if you are a minor or it involves another minor
• Allegations of sexual assault or sexual harassment when they involve SVSU students, faculty, or staff, and
• Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the SVSU Counseling Center.

Name and Pronoun Use in the Classroom
Class rosters are provided to the instructor with the students’ legal names. The instructor will gladly honor your request to address you by an alternate name or gender pronoun. Please advise your instructor of your request early in the semester so that he/she may make appropriate changes to language use in the classroom.

Disclaimer
All content in this syllabus are subject to change at the discretion of the instructor.

COURSE SCHEDULE
(Information in the syllabus may be changed at the instructor’s discretion)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE &amp; TIME</th>
<th>CONTENT/ Assignments</th>
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| 1 | • Classes/field education resume:  
• **Liaison Meeting**-  
• Begin work on Learning Agreement with field instructor.  |
| 2 | • **Remember to apply for graduation** [http://www.svsu.edu/officeoftheregistrar/graduation/](http://www.svsu.edu/officeoftheregistrar/graduation/)  
During weeks 3-8, Agency appointments must be scheduled/completed with Liaison and Field Instructors/Supervisors  |
| 3 | • Please update the field office of any changes at your placement agency, i.e. updated phone, name changes)  |
| 4 | • **Liaison Meeting**-  
• Liaison Reflection #1 due by 3 pm - Uploaded to **SW 484**  
• Learning Agreement due by 3 pm- Uploaded to **BSW Social Work Field Education 2018-2019**  |
| 5 | • Mega Simulation- Second Floor Curtiss Hall February 15  
  • First session- 9 am -12 pm  
  • Second session- 1-4 pm  |
| 6 | • **Liaison Meeting**- in Ott Auditorium  |
| 7 | • Work on Liaison Reflection due March 5th  |
| 8 | • Spring Break-No meeting  
• **Liaison Reflection #2 due** - Uploaded to **SW 484**  |
| 9 |   |
| 10 | • **Liaison Meeting- pm Presentations**  
• Presentation Outline due - **SW 484**  
• **Liaison Reflection #3** - **SW 484**  |
| 11 |   |
| 12 | • **Liaison Meeting- Presentations**  |
| 13 |   |
| 14 | • Yanca Celebration- Thompson Student Activity Room from 3-3:50 pm  
• **Final Self-Evaluation Due** - **SW 484**  |
| 15 | • **Final Learning Agreement due by 3pm on**  
• Uploaded to **BSW Social Work Field 2018-2019**  |
| 16 | • **FINAL EXAM WEEK**  
• Final Learning Agreements must be graded your field instructor by 12 pm on. If the document is not graded by 12 pm on , you will be given an Incomplete in SW 484 which will be changed once your grade has been submitted.  |
| Post | • Commencement |
PURPOSE: As future members of a profession, and also current and future representatives of Saginaw Valley State University, it is vital that students understand as well as demonstrate professional behaviors, such as maintaining confidentiality, demonstrating respect, and being receptive to constructive criticism. Students must recognize that behaviors both in and out of a classroom or clinical setting reflect on them as individuals and professionals.

Recognizing that determination of unprofessional behaviors may be subjective, this committee assists in looking at circumstances and context to provide an objective interdisciplinary analysis of the situation. The goal of this committee is ultimately to facilitate the integration of professional growth and transition to the students’ chosen professions.

COMPOSITION: (Note: “Faculty” as contained herein refers to both Faculty and Administrative/Professional staff.) The Professional Conduct Committee (“PCC”) shall consist of faculty and student representatives from each department within the College. Faculty will serve on a voluntary basis. Students will be solicited by faculty within their department, and must be within one year of anticipated graduation. One faculty representative will agree to serve as PCC Chair on an academic year basis.

Hearings will consist of a minimum of three faculty, representing at least two different departments, and two students (only one of these five shall be from the involved department). Faculty directly involved with a situation will not serve as members at the hearing for that situation. At the discretion of the PCC Chair, additional professionals (community or university) may be asked to attend, dependent on each situation.

PROCESS:
1. Upon identification of an unprofessional behavior, it is expected that faculty will discuss this situation with the student involved. Faculty will use his/her discretion in deciding if the incident warrants either an anecdotal note be written and retained by faculty, and/or a referral be made to this or any other university committee (ie. University Student Conduct). If a repetition of that same unprofessional behavior, or another unprofessional behavior is identified, a referral to the committee is initiated.

Referral forms are to be sent to the PCC Chair within three (3) working days of faculty becoming aware of the behavior. The faculty member will designate if the referral is “minor” or “major.”

a. Minor referrals are either those unprofessional behaviors which the faculty has previously addressed (and written up as an anecdotal note), but have now recurred; or, the faculty has deemed that a minor referral to the Committee is warranted (this determination is based on the individual unprofessional behavior, the context in which it occurred, and the student’s status in the program [early, mid-way, close to graduation]). In any of these situations, the faculty is confident the unprofessional behavior will be resolved and non-repetitive (examples: tardiness, inappropriate language, etc.). A minor referral will involve completion of the referral forms (see attachments) by faculty and the student. The faculty form is then sent by the faculty member to the PCC chair in a sealed envelope, with the student’s name, program, date, and
“PCC: MINOR” written on the outside. The student is responsible for sending the student form to the PCC Chair.

b. Major referrals are those unprofessional behaviors which need to be addressed by the committee as soon as possible (examples: HIPAA violations, safety issues, etc.). A major referral will involve completion of the referral forms (see attachment) by faculty and the student. The faculty form is then sent by the faculty member to the PCC chair in a sealed envelope, with the student’s name, program, date, and “PCC: MAJOR” written on the outside. It is also suggested that the faculty send an email to the PCC Chair notifying them of the major referral. The student is responsible for sending the student form to the PCC Chair.

c. If the involved student indicates they will refuse to complete their portion of the referral form, the faculty will forward their form along with a notation of the student’s intended refusal to complete the student portion. (Student refusal to complete their form will not interfere with the processing of the referral.)

2. The student is aware of all referrals, and faculty will notify students of the designation (minor/major).

3. The PCC Chair, upon receipt of a:
   a. Minor referral, will place the sealed envelope in a locked file. Envelopes are filed alphabetically by student name. If a file already exists for that student, the PCC Chair shall convene a Committee hearing within 5 working days. If this extends beyond the end of a semester, every effort will be made to meet prior to semester-end.
   b. Major referral, will review the enclosed material and convene a Committee hearing within 5 working days. If this extends beyond the end of a semester, every effort will be made to meet prior to semester-end. Faculty may decide to withhold the student from clinical placements until the hearing is held.
   c. Referral in question, will consult University Student Conduct Programs to identify appropriate plan of action.

4. Once the PCC Chair has determined the need for a hearing, they shall:
   a. Notify Committee members immediately of the need for a hearing, including the time and place of the hearing. Those members unable to attend shall solicit a replacement from within their department, if available.
   b. Notify the student and involved faculty of the time and place of the hearing. Both the involved faculty member and the student have the option of submitting additional material to the PCC Chair (including faculty’s previous related anecdotal notes); this material must be received by the PCC Chair no less than 48 hours prior to the hearing.
   c. Distribute copies of all material via sealed mail to the Committee members, student, and faculty.

5. Hearing
   a. The faculty will be asked to present his/her case, and Committee members may ask questions of the faculty. The faculty may then be asked to step out of the room.
   b. The student will be asked to present their case, and Committee members may ask questions of the student. The student may then be asked to step out of the room.
c. If the Committee determines the need for more information, the student and/or faculty member may be asked to re-enter the hearing for further explanations.

d. The Committee will review and discuss the data.

e. The Committee shall reach a decision by a recorded vote. In the case of a tie, the Chair shall cast the deciding vote. The possible decisions of the Committee are:

   i. Uphold the recommendation of the faculty (as listed on the referral form).
   ii. Uphold the recommendation of the student (as listed on the referral form).
   iii. Suggest an alternate outcome.
   iv. Forward documents to University Student Conduct Programs to determine further outcomes.

f. A written summation of the hearing, including the outcome, is prepared by the PCC Chair and forwarded within one business day to Committee members, the referring faculty member, the appropriate Department Chair, and the student.

g. A copy of all submitted materials and the written summation are placed in a sealed envelope, labeled with the student’s name, program, date, and “PCC: HEARING,” and placed back in the PCC Chair’s locked file and the student’s permanent file within the department.

6. Response to Hearing Outcome

   a. The faculty and the student both have the right to disagree with the decision of the Committee.

      i. If the faculty does not agree with the decision of the Committee, he/she may implement their own outcome within the context of the involved course/student and the grading thereof.

      ii. If the student does not agree with the decision of the Committee, and the implementation of any involved grading, the next step would be referral to the University Grade Grievance Procedure. In the event of a grade grievance associated with this same unprofessional behavior(s), the involved faculty member has the right to request this Committee’s file on that student be copied and forwarded to the involved faculty member for inclusion as part of the grade grievance paperwork.

7. Failure by the student to complete the final outcome (as determined by faculty subsequent to the hearing) may result in failure of the course, per the course syllabus. All referrals not tied to a course will be directed to the Dean’s office and/or University Student Conduct Programs.

8. At the end of each academic year, the PCC Chair will purge those files which are greater than five (5) years old. Any purged materials will be shredded.

9. The following statement may be placed in the syllabus of any classes within the College, at the discretion of each Department: “Students within this course are expected to demonstrate professional behaviors. Unprofessional behaviors will be subject to referral to the College of Health and Human Services’ Professional Conduct Committee and/or University Student Conduct Programs. Failure to fulfill outcomes of a referral to this Committee may result in failure of this course.”
Complete the following as accurately and succinctly as possible:

Faculty: ___________________________ Course: _______ Student: ___________________________

Type of concern (appearance, communication, timeliness, etc.): _____________________________

Brief summation of event(s) which initiated referral (faculty to complete):

Proposed outcome:

Notification of this referral and the Student Referral Form were given to the student on: __________
____________________________________________________(Signature of Faculty) _________(Date)

COLLEGE OF HEALTH & HUMAN SERVICES
PROFESSIONAL CONDUCT COMMITTEE
NOTIFICATION OF REFERRAL

This is notification that your faculty, ____________________________, has referred you to the Professional Conduct Committee. The referral was designated as a:

_____Minor  _____Major

The Professional Conduct Policy is attached. Please refer to it for further information.

Please note that also attached is the “Referral Form: Student Portion.” This is to be completed immediately by yourself, and forwarded to: _____________________________(Chair, Professional Conduct Committee). If you want your portion to be included in this referral, it must be received by this Chair within three (3) working days of your receipt of this notification.
Complete the following as accurately and succinctly as possible:
Faculty: __________________________ Course: ___ Student: __________________________
Type of concern (appearance, communication, timeliness, etc.): _______________________
Brief summation of event(s) which initiated referral:

Proposed outcome:

________________________________________(Signature of Student)  __________(Date)
Complete the following as accurately and succinctly as possible:
Faculty: ___________________ Course: _______ Student: _______________________________
Type of concern (appearance, communication, timeliness, etc.): __________________________
Brief summation of event(s) which initiated referral:

Proposed outcome:

_________________________________________(Signature of Student)   __________(Date)
Appendix H

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.

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<th>MSW</th>
<th>Macro</th>
<th>Clinical</th>
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<td>YES</td>
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<td>Case Intervention planning and evaluation</td>
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<td>Case Management (for individual, family, couple, group)</td>
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<td>Child or adult custody determination</td>
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<td>Conduct case-finding activities in community</td>
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<td>Consultation regarding agency practice and policy development</td>
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<td>Consultation regarding clinical issues</td>
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<td>Coordination and evaluation of service delivery</td>
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<td>Diagnosis of mental, emotional or substance abuse disorders with a diagnostic code</td>
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<td>Identification of presenting problem</td>
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<td>Impart general information and referral for assistance</td>
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<td>Interventions with individuals, couples, families or groups to enhance or restore the capacity for social functioning</td>
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<td>Intervention methods using specialized and formal interactions</td>
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<td>Interviewing clients regarding client’s situation</td>
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<td>Monitor client’s compliance with program’s expectations</td>
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<td>Service</td>
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<td>Teaching or education of client</td>
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