

**Department of Social Work & Youth Services**

Bachelor of Social Work Field Education

Policy Manual  
Revised 8/11/2022

## Table of Contents

Item	Page
Disclaimer	1
Introduction	2
The Need for Experiential Learning in Social Work	2
Philosophy	2
BSW Field Education	4
BSW Field Education Objectives	5
Criteria for Admission to Field Education	5
Field Placement Process	6
Field Education Confirmation	6
Field Placement Orientation	6
Agency Field Placement Day	6
Field Assignment	7
Supervision	7
Agency Visits	7
First Semester-Field Education	7
Second Semester-Field Education	8
Agency Operations	8
Social Work Knowledge and Skill	8
Professional Attitudes and Values	9
Personal and Professional Development	9
Professional Conduct	9
Evaluation	10
Student Grading Procedures	10
Roles and Responsibilities	11
The University (Department of Social Work & Youth Services at SVSU)	11
Field Education Coordinator	12
BSW Program Director	12
Department Chairperson	12
Faculty Advisor	12
The Agency	12
Field Instructor	13
Site or Task Supervisor	13
The Student	13
The Faculty Field Liaison	13
Agency Based Field Placement Sites	14
Agency and Field Instructor Selection	14
Selecting Field Instructors	15
Agency and Field Instructor Support	16
Field Education Course Requirements	17
Faculty Liaison Meetings	17
Agency Visit	18
Field Placement Learning Agreement	18
Evaluation of Student Competency	18
Learning Competencies/Social Work Competencies	18
Competency 1	19
Competency 2	19

Competency 3	19
Competency 4	20
Competency 5	20
Competency 6	20
Competency 7	21
Competency 8	21
Competency 9	21
Expectations of Social Work Students	22
Academic Integrity	22
Professional Ethics and Behavior	23
Time Requirements	23
Office of Field Education Policies	24
Absences	24
Adverse Incidents	24
Changes in Field Instructor or Agency Placement	24
Communication Policy	24
Confidentiality	25
Criminal Records & State/Federal Registries	25
Employment Related Field Placement	25
Field Education Grievances	26
Fieldwork Hours Accumulation Prior to the Start of the Fall and Winter Semester	26
Grade Grievances	27
Holidays and Other Breaks	28
Holy Days	28
Liability Coverage	28
Non-Discrimination Policy	28
Professional Conduct for Social Work Students	29
Reporting Incidents of Discrimination or Sexual Harassment	29
Safety	29
Taking Additional Courses Concurrently with SW 483/484	30
Transportation	31
Appendix A - Field Instructor Expectations and Orientation of Students	32
Appendix B - Michigan Board of Social Work Licensure Scope of Practice	34

## **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.

### **Saginaw Valley State University Social Work Office of Field Education**

Rebecca Salvner, LMSW  
BSW Field Education Coordinator  
rasalnve@svsu.edu  
989-964-2892

Jason Jaime, LMSW  
MSW Field Education Coordinator  
jrjaime@svsu.edu  
989-964-2547

Michael R. Heron, JD, LMSW-C  
Chair, Department of Social Work & Youth Services  
mrheron@svsu.edu  
989-964-4626

Catherine A. Macomber, PhD, LMSW  
BSW Program Director  
camacomb@svsu.edu  
989-964-7136

## 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 students and 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, the student's assigned faculty advisor or the student's faculty liaison if the student is currently participating in field instruction.

Please note that for the purposes of the Council on Social Work Education (CSWE) accreditation the BSW field education coordinator is considered to be the field education director.

### 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 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 field education office 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 the SVSU Department of Social Work & Youth Services field education policy manual and the sections of the NASW (National Association of Social Workers) 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 the field instructor's 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 the 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 field education office.

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 and liaison meeting participation 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 field education coordinator. 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 during or apply to their field experiences.

### **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 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 recordings, 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.

### **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
- Minor or Interdisciplinary Major (or dual major) requirements
- Social work major courses, not including those taken concurrently with field instruction, during the student's senior year.
- Current degree audit, including the following:
  - Final grades from fall semester, with winter courses in progress
  - Minor/Interdisciplinary Major/dual major visible on audit
  - Any intended certifications visible on audit

The field education office will review all student submissions 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 collaborates 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, they should complete the field confirmation information submission and course plan stating their readiness to enter field education through the online system available on the SVSU website. This confirmation is reviewed by the field office staff. Field confirmation requirements, as noted above 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's 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 catalog 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. A total of 2 informational meetings are conducted by the field office for those students who are eligible for field placement during their next academic year. In addition, a field placement orientation takes place shortly before the start of the fall semester.

### **Agency Field Placement Day**

Following the 2 field entrance meeting sessions, each spring many of the approved placement agencies come to campus to discuss placements at their agencies. Agencies unable to attend may indicate a willingness to accept students if contacted. The student prepares a résumé and must attend the event which is called field placement day. Students and agency representatives share and discover information about each other. Each student leaves a list of placements where they are interested in completing their field placement education with the field education 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 agency field instructor must agree to accept them.

## **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 confirmation form and the student submits an electric copy to the field education coordinator in Canvas. The coordinator may consult 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 and the field education coordinator will discuss those concerns with the student. Student's field placements are confirmed with the approval of both the agency/organization and the field education 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 "liaising" is needed, in part on whether or not concerns emerge, and in this age of rising transportation costs, in part, on the distances involved.

As a general guideline, two in-person or virtual contacts which include video as well as audio are the minimum acceptable number of visits over two semesters/sessions. If an experienced field instructor is familiar with our program, there may be only a need for two agency visits. A field instructor with no previous experience may have more frequent visits with 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 fewer in-person contacts occur, the faculty liaison and field instructor should maintain contact by phone or using virtual methods such as email or zoom. Sole reliance should not be placed on the student for communication. However, the student should take an active role with facilitating communication about their field placement.

## **First Semester-Field Education**

Students should have the opportunity to work with individuals, families, small groups, and the community. 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 clients.
- Visiting other agencies/programs within the field organization 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 meetings when they apply to the agency.
- Acting as a mentor
- Escorting clients to doctor visits, clinic appointments, etc.
- Recording observations.
- Completing case recordings.
- 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 assignments. 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 previous 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 should address the student's service responsibilities, performance, and/or conduct. In addition to addressing any concerns supervision should provide the student with feedback about what they are doing well and field related performance strengths.

In the second semester of placement the field instructor is expected to help the student increase their 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.
- The process for ethical service termination or client transfer.
- 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, data analysis, and assessment 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 modeling 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; 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 workload 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 with 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 catalog and the BSW Policy Manual and 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 maintain 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. Please refer to the BSW Policy Manual and Student Handbook for additional information.

## **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, competencies and personal and professional development characteristics as stated in the SVSU catalog 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.

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

Attendance at scheduled liaison meetings is mandatory. Failure to attend a liaison meeting, a scheduled field event, and/or submit a writing assignment could result in a deduction from the final grade. Excused absences include documented accidents, illnesses, and deaths in the family. Students must communicate with their liaison as soon as possible regarding absences from liaison meetings and/or the potential for assignments to be completed after the due date. They may need to 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 a late assignment.

The faculty liaison has the responsibility to recommend 25% of the overall field instruction final grade. This is based on the written course components and liaison meeting participation. 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 education 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 ensure the submission of the field instructor's final evaluation including a recommended grade 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 their 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 field education coordinator.

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 field education coordinator will provide a form for evaluating students prior to the end of each semester.

The faculty liaison and field instructor send the students' final grades to the field education coordinator who has ultimate responsibility for 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 (75% of the overall grade), as well as the student's submitted written assignments and performance in campus-based liaison meetings (25% of the overall grade). 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 the field instructor. If the matter is not resolved at this level, the student should then bring the matter to the field education coordinator. The field education coordinator will then meet with the involved parties. If the student is not satisfied with the decision of the field education coordinator, the student should then petition the chair of the Department of Social Work & Youth Services 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: <https://www.svsu.edu/studenthandbook/grade grievance policy and 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 field education office, 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 field placement organization.

*Field Education Coordinator-* Monitors the overall operation of the BSW field placement program. Conducts informational meetings and an orientation for students regarding field instruction. Coordinates agency field day. Conducts field instructor orientation. Coordinates faculty liaison groups and liaison duties. Facilitates assignments between students and liaisons as indicated in the syllabus. Assists with replacement of students from their field placement when necessary. Conducts general liaison meetings. Hears grievances regarding the field placement component of the social work program.

*Director of BSW Social Work Program-* Coordinates the overall academic program and ensures compliance with university and accreditation standards. Maintains department records. Acts in place of the field placement coordinator in cases where the coordinator is also the faculty liaison.

*Department Chairperson-* Reviews course equivalency requests for transferring social work credits. Represents the department at the college, university, and community level. Chairs department meetings. Oversees the budget. Participates in grievances regarding the academic component of the social work program in accordance with the SVSU Student Handbook

*Faculty Advisor-* Monitors eligibility for admission and retention for the social work major and admission to the field. Advises students regarding career options and social work degree course 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 experiences.
- 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 facilitating and participating in 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 and professional development.
- Complete an evaluation including a recommended grade regarding student field placement performance at the end of each semester.

*Field Instructor-* Supervises the students field experience to ensure growth and development as a professional general practice social worker. Meets with the student at least weekly 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 or field education coordinator. Also see field instructor expectations and orientation of students – **Appendix A**.

*Site or Task Supervisor-* The employee of the field placement agency/organization who oversees the student's placement 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 and events.
- Submit required materials to the field office by the due dates.
- Secure an approved field placement and submit the completed field placement confirmation 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 and the faculty liaison.
- 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 student's written assignments.
- Review and provide feedback/corrections to students on learning agreements. Provide a grade for the learning agreement as required by the syllabus.
- Visit the agency to monitor quality and appropriateness of experiences. The liaison may participate in student performance evaluation.
- Provide the final grades for SW 483 & 484 (25% of the overall field instruction grade) to the field education coordinator.
- Assist in resolving concerns when the student and field instructor are unable to do so independently.

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 field education office 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. A field education coordinator may arrange 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 or virtual meeting, the field education coordinator will discuss assignment opportunities and appropriate supervision to be utilized when a student is engaged in field placement learning at the agency. The representative will also discuss field education procedures, 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, field placement general information form and field instructor information and confirmation form, as well as an affiliation agreement (social work field placement agreement) to be signed by the agency CEO or agency representative empowered to enter into contracts. The affiliation agreement, if different than the standard SVSU social work field placement 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 field education office.

Placement agencies and field instructors are selected by the program to meet the standards of professional social work education and will meet the following criteria:

- Operate as a human service agency or provide community based public services.
- Articulate a clearly defined mission and vision.
- Provide opportunities for student learning.

- Offer appropriate services for an 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 a 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 social work field placement agreement with the university, which specifies mutual expectations for the placement.

## 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 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 field education office, either on campus or by on-line module.

In cases where an approved agency does not have a qualified field instructor, a field education coordinator may work 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.

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 field education office 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 a field education coordinator and meet the criteria listed below:

- Attend scheduled meetings for field instructors.
- 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 performance and progress.

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 B)
- 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 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.

The Office of Field Education provides on-going support and training to field instructors to reinforce a social work perspective as noted in the policy manual.

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.

### **Agency and Field Instructor Support**

The field education office arranges for and delivers orientation and continuing education for agency staff 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 instructors and all agency staff
- Instructional modules as well as material to assist in supervision and evaluation of the student in field

placement

- Field education office communication at least 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 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 field education coordinator 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 or a scheduled field event may result in a final grade deduction. Failure to submit a written assignment will result in a deduction from 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 an absence and/or accept a late assignment.

The field education coordinator has ultimate responsibility in recording the final grade, including the agency component (field instructor recommended grade) and the written course component/meeting participation (faculty liaison recommended grade). 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 education coordinator. The coordinator 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 university student grade grievance procedure as described in the Student Handbook:

<https://www.svsu.edu/studenthandbook/grade grievance policy and procedure/>

## **Agency Visit**

Faculty field liaisons are responsible for visiting the agency once per semester to meet with the student and their field instructor, with more frequent meetings as needed. 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 field education office 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 field education office is available to the faculty field liaison to problem solve and support field initiatives as well as consult regarding student concerns. In addition, the office of field education will offer continuing education credits for agency staff, field instructors, and faculty liaisons.

## **Field Placement Learning Agreement**

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 knowledge.

By the end of week 4 of each semester in placement, the student and the field instructor should have identified appropriate, specific learning assignments and 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 successful.

## **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. Learning competency evaluation 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. The field instructor's recommended grade accounts for seventy-five (75%) percent of the student's overall grade for the course. The remaining twenty-five (25%) percent of the student's grade is given by the faculty liaison based on field education coursework and attendance at scheduled liaison meetings.

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 serve 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

1.3 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.

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 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.

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 at least 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 titled academic integrity policy 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 review 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/studentconductprograms/academicintegrity/academicintegritypolicy/>

## **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.

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 their 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. Please see the BSW policy manual/student handbook for additional information.

## **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 faculty 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 both semesters. 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 matter.

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 field education coordinator, 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 notify their field instructor. The student is responsible to also report the incident to their faculty liaison and the field education coordinator in writing via email within 24 hours of the incident.

### **Changes in Field Instructor or Agency Placement**

It is the student's responsibility to contact the faculty liaison and the field education coordinator immediately if there is a change in field instructor or disruption in field placement. Each student, even if there is more than one student in the agency who is affected, will need to email the field education coordinator as well as their faculty liaison to report the change(s). 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's office 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 field education office. Updates should be sent via email to the field education coordinator.

### **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 obtaining a field placement, as well as social work licensing and employment after graduation, very difficult or even unlikely.

Students are asked to report to the social work faculty and/or the field education coordinator 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 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 (LARA) 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. Additional LARA contact information can be found here:[https://www.michigan.gov/lara/bureau-list/bpl/resources/contact-the-bureau-of-professional-licensing?sc\\_site=lara](https://www.michigan.gov/lara/bureau-list/bpl/resources/contact-the-bureau-of-professional-licensing?sc_site=lara)

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

### **Employment Related Field Placement**

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 field education coordinator, 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 field education coordinator.
- The field education coordinator 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 field education coordinator. 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 field education coordinator prior to the deadline for completing the field placement confirmation form. Students approved for employment related placements are required to attend all field placement meetings (including Agency Field Placement Day).
- The field education coordinator 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 field education coordinator hears grievances regarding the field placement component of the social work program, completes reviews of student conduct related to field education and prepares behavioral contracts for students experiencing difficulty during the field placement preparation process or during their field instruction courses (SW 483/SW484).

### **Fieldwork Hours Accumulation Prior to the Start of the Fall and Winter Semester**

Directly prior to the fall semester during which students are participating in SW 483 (Social Work Field Instruction I) students may complete up to 30 hours of fieldwork toward their required 225 hour per semester minimum. The student may start earning the fieldwork hours no earlier than July 1<sup>st</sup>. They may complete another 30 hours at their field placement after the fall semester of their senior year concludes and directly prior to the winter semester start of SW 484 (Social Work Field Instruction II). This period between the end of the fall semester and the start of the winter semester is sometimes referred to as winter break.

However, during the period before the fall semester begins, the student's field placement activities need to be limited. Students will not have an assigned SVSU faculty liaison until just prior to the start of the fall semester. In addition, the students have not yet finished attending field orientation sessions provided by the field office. During this period (from July 1<sup>st</sup> until the start of the fall semester), students can engage in any typical agency field placement activities as long as they are completed alongside agency staff. The students can complete agency trainings, complete orientation paperwork and orientation activities. They can also work on solo projects not involving direct client contact. However, during this time students may not be the responsible party for providing services to clients. This includes being the only agency representative who is transporting clients or providing any direct service.

Students who accumulate field instruction hours are not able to end their field placement participation early due to accumulating these or any field placement hours. They must complete fieldwork placement hours throughout each semester. The student's field placement will conclude around the time classes are scheduled to end during both the fall and winter semesters of their senior year as long as the student has completed the minimum number of field placement hours. While students cannot use the hours discussed in this policy to shorten their overall field placement instruction, banking these extra hours can be beneficial in case of emergencies, illness, or weather closures which can impact a student's field placement attendance.

If the minimum number of field placement hours are not projected to be completed for either semester, the student should consult with their field instructor and/or field liaison as soon as possible to discuss options for completing the hours by the required semester deadlines. If it is determined that the minimum number of field placement hours will not be completed for either semester, students should initiate contact as soon as possible with the field education coordinator to discuss the option of completing an incomplete contract prior to the semester's grade submission due date. The completed contract is then submitted to the registrar's office in accordance with their incomplete grade policy.

In part, the incomplete course grade policy states, "The Registrar's staff will fill in the deadline date by which the "I" grade must be resolved and this will be set at the end of the fourth week of the following consecutive semester. However, there is an exception for "I" grades issued in the spring semester and these must be resolved by the fourth week into the following fall semester (not the consecutive summer semester). Once the deadline passes, and if the faculty member does not submit a final course letter grade to Office of the Registrar, the grade automatically defaults to an "F"." The incomplete course grade policy can be found at the following link <https://www.svsu.edu/officeoftheregistrar/records/grades/>.

## **Grade Grievances**

Students have the right to grieve any final course grade they believe 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 liaison for mediation between the agency and student to help resolve the disagreement. The faculty liaison should contact the field education coordinator during the mediation process. The field education coordinator will assist in the mediation upon request from the field instructor/the agency, the student, the faculty 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: <https://www.svsu.edu/studenthandbook/grade grievance policy and procedure/>

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: <https://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 fulfil 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 faculty liaison, field education coordinator 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 education coordinator.

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 (see link below): 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:

<https://www.svsu.edu/operationsmanual/legalcompliance/anti-harassmentdiscriminationpolicy25-2/>

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 department'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 their faculty advisor, program director, and the University Title IX coordinator at (989) 964-4068.

### **Safety**

It is the policy of the program to prioritize safety in field education. The field education office will provide an overview of recommended practices for safety in field placement during the required orientation session, as well as resources 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 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 field education coordinator will work together to resolve the issue. If an agreement cannot be reached, the field education coordinator 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 liaison and the field education coordinator so that an incident report may be completed.

### **Taking Additional Courses Concurrently with SW 483/484**

There are extensive demands made of BSW students' time and other resources during their senior year. Many of these demands result from field placement requirements. They are compounded by the required classes taken concurrently in the fall and winter semesters. A policy has been implemented to address registering for additional classes during the fall or winter semester of BSW students' senior year.

During their senior year BSW students are committed to being present and fully engaged at a field placement for 225 hours a semester (approximately 15 hours a week). This does not include meetings with faculty liaisons which are typically held twice monthly throughout each semester. These meetings also involve completing brief assignments. Also not included is the instruction time for the concurrent social work courses and the time that will be required outside of class periods for students to complete their assigned coursework. This policy is being implemented as a protective measure to support the success of students by limiting additional academic demands during this critical juncture.

In addition to being mindful of the demands on students' time and resources there are mutually beneficial relationships that have been cultivated between the social work department and community partners who host and instruct social work students at their organizations. When students do not succeed in their field education placement or in one of the required concurrent courses it may damage these relationships and make those community partners less willing to be field placement sites for social work students.

Policy regarding taking additional 3 credit courses concurrently with SW 483 social work field instruction or SW 484 social work field instruction II:

With exception of the required social work professional foundation courses, BSW students are not permitted to enroll in any established three credit courses during the fall or winter semester of their senior year.

The required courses to be completed during the fall semester of senior year are SW 483 social work field instruction 6 credits, SW 401 social work practice II 3 credits, and SW 403 social work policy II 3 credits. The required winter semester senior year courses are SW 484 social work field instruction II 6 credits, SW 402 social work practice III 3 credits, and SW 485 integrative social work senior seminar 3 credits.

For those students requesting an exception to this policy they must first consult with their faculty advisor and discuss any potential alternative options to enrolling in additional courses during their senior year.

If the student continues to request that an exception to this policy occur, they must contact the field office through email to notify the field education coordinator that an exception to this policy is being sought.

The student must submit a written plan to the field office. The plan may be submitted through email and the student must provide a copy of the plan to their faculty advisor. The plan must address all of the following:

- Date the discussion with faculty advisor occurred and summary of the discussion/recommendations.
- Reason(s) this policy exception is being requested.

- Identification of any significant personal responsibilities such as employment, transportation needs, and caregiving. Assessment of what impact these responsibilities will have on the ability to accommodate the extra course workload and demands on the student's time.
- Supports and/or strategies currently in place (or that will be implemented) that the student assesses will increase the likelihood of their successful completion of the additional coursework.
- If the student's cumulative GPA is 3.0 and lower the student must also include information about how they will prevent their GPA from being negatively impacted by the extra workload.

Within 14 calendar days of receiving the completed policy exception request plan the field education coordinator will provide the student with a response in writing letting them know whether or not their request has been approved.

If the policy exception request is not approved the student may contact the social work and youth services program director to request a review of the student's written plan and reconsideration of the field education coordinator's decision.

## **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 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 and comply with 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 coverage. An insurance agent should be consulted by the student if there are any questions.

Students must report any accident involving their personal vehicle or agency vehicle, to the field education coordinator within 24 hours of the accident.

## 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 the student 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 student 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 B**

**SOCIAL WORK GRID FOR SCOPE OF PRACTICE**

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

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