



**SOCIAL WORK
PROGRAM
FIELD
EDUCATION**

POLICIES & PROCEDURES

2017/2018

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Introduction

Field education is an integral part of the social work curriculum. It creates a natural linkage between the school and the “real world” of professional practice. Field education is a collaborative process where members from social work education interact with the practice community in the education of students. Faculty members participate in the experience as liaisons to field agencies. The role of liaison enables the faculty member to remain current with emerging trends in the field while fulfilling service requirements necessary for university tenure and promotion standards. This process also enables the faculty member to share new research with the field agency, new research that relates to trends in the field. The Field Instructor is the agency representative who works with the faculty advisor in developing a learning plan for the student. The application of new and established theories that address the problems in the field helps both the faculty member and the Field Instructor develop relationships between theory and field. This helps the student integrate classroom knowledge with the actual practice within the field (Neuman & Friedman, 2001) as the student tests and verifies the information provided in the classroom.

The Baccalaureate Social Work Program at Oakland University provides a field education program that meets all professional and accreditation standards and prepares students for competent generalist social work practice. Field education is one of eight required foundation curriculum content areas specified by the Council on Social Work Education. It is viewed as central to the curriculum, providing students with an essential experiential learning opportunity that promotes the development of professional identity, self-understanding, and competent practice.

Classroom learning and theoretical content in the knowledge, skills and values of the profession are integrated throughout the foundation curriculum content areas of the BSW program, which concludes in a 400 hour senior internship experience at a social service agency in our community. This is completed concurrently with an integrative, writing intensive, capstone senior seminar. The seminar instructor also serves as the student’s faculty liaison, who is a resource person and liaison between the University, student and agency. The field practicum provides an essential learning environment in which the student’s generalist social work practice skills, knowledge and values are evaluated according to the objectives of the Social Work Program.

The purpose of this manual is to provide social work students, Field Instructors, and faculty with an understanding of and guide to Oakland University’s BSW Program’s Field Practicum. The manual provides essential information about the senior student field experience, including the objectives, requirements, policies and procedures as well as the required forms and documents necessary to successfully complete the field experience.

Bachelor of Social Work Program

Mission Statement

The mission of the Bachelor of Social Work Program (BSW) at Oakland University is to:

Guided by a the principles of social and economic justice, cultural competence and the values and ethics of the social work profession, Oakland University's BSW program prepares students for competent and effective generalist social work practice with multi level systems (individuals, families, groups, communities and organizations). Utilizing critical thinking and evidence based practice skills, graduates of the program are prepared to deliver empowerment based services to the oppressed populations of southeast Michigan.

BSW Program Purpose

The social work program at Oakland University emulates the purposes and values of social work education as stated in the Council of Social Work Education's Education Policy and Accreditation Standards (2001). The program conceptualizes the profession of social work as

"The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all person."

BSW Program Goals

The goals of the BSW Program are to:

- A. **Education for Generalist Practice:** The Social Work program will educate students for competent and ethical generalist social work practice with individuals, families, groups, organizations and communities from a strengths based, empowerment oriented focus.
- B. **Knowledge Development:** The Social Work Program will contribute to knowledge development and dissemination through the faculty's scholarship, community collaborations and leadership and by facilitating the development of critical thinking and research skills in student that address the problems and needs of diverse, multi-level client systems.
- C. **Education for the Pursuit of Social Justice and Culturally Sensitive Practice:** The Social Work Program strives to instill in our students an appreciation for intellectual inquiry, a positive respect for diversity, a desire to serve others and the commitment and capacity to advocate on behalf of oppressed and vulnerable people in the pursuit of social justice.

- D. Service: The Social Work Program will create an environment that is responsive students and the community, conducive to personal and professional growth, reflective of an ethic of service that is demonstrated by the activities of the faculty and the contributions of our students in field and professional practice.

BSW Program Core Competencies

Upon completion of the BSW Program students will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Use of Supervision and Self Care

Definition of Generalist Social Work Practice

“Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

Generalist Social Work Practice: Ethical and empowerment-oriented practice with diverse client systems based on an eclectic body of knowledge, using multi-level interventions for positive change and social justice.

This definition can be broken down into the following list of concepts:

- Uses systems or person-in-environment perspective.
- Uses the strengths and client empowerment perspectives, which focus on positive strengths rather than problems.
- Requires micro, mezzo and macro interventions in a wide range of professional roles.
- Involves the application of critical thinking skills to the planned change approach.
- Integrates direct practice with social policy and social work assessments concerned with social justice.
- Is guided by the professional Code of Ethics.
- Provides the core knowledge and skills for beginning level practice in a variety of social

- human service settings, assisting clients regardless of age, gender, race, religion, ethnic and cultural background, sexual orientation, and socio-economic status.
- Recognizes that empowerment is a partnership that leads to social and economic justice.
 - Acknowledges that social problems are the result of inequities in power, status, and class, made more complex by the challenges of a global economy.

University Policy on Nondiscrimination and Affirmative Action

Oakland University, as an equal opportunity and affirmative action employer, complies with all applicable state and federal laws regarding anti-discrimination, equal opportunity and affirmative action.

“It is the policy of the university that there shall be no unlawful discrimination against any person on the basis of race, sex, sexual orientation, age, height, weight, disability, color, religion, creed, national origin or ancestry, marital status, familial status, veteran status, or any other characteristic protected by federal or state law.”

Social Work Values and Ethics

Consistent with the NASW Code of Ethics, the program values service and recognizes the primary purpose of the profession is to help those in need. Social workers value social justice and work to eliminate oppression, respecting the inherent worth and dignity of each individual and recognizing the central importance of human relationships. Finally social workers practice with integrity and competence, working with the areas of expertise and pursuing additional training and supervision as needed. Upon admission into the social work program, students are expected to become familiar with and to follow all ethical principles and standards identified in NASW’s Code of Ethics (<http://www.socialworkers.org/pubs/code/default.asp>).

Students who enter into the social work program are bound by the code of ethics upon admission into the program. We understand that ethical concerns and values conflicts may occur during the course of the program, and students are encouraged to discuss these concerns with their Field Instructor, field faculty liaison and/or academic advisor. The field practicum seminars (SW 431 and 433) also provide a valuable forum for exploring these concerns.

Overview of the Field Education Program

The field practicum experience consists of a 400-hour internship over two consecutive semesters in an approved local social service agency. A two-hour weekly integrative seminar is held concurrently with the internship to explore issues related to practice at all levels, values and ethics, and also to provide additional opportunities for students to enhance their interviewing, assessment and evaluation skills needed in the internship. Class size is capped at fifteen for seminar and practicum sections. This permits the seminar instructor to serve as the student’s field faculty liaison for those students in their section. The field faculty liaison will make two visits per semester to the student’s field practicum agency, orienting the student and agency to the expectations of the field experience, supporting the student’s learning in the agency and assisting in the completion of required documentation. Field Instructors will also be given information

about the curriculum to further enhance their understanding of the student's background and orientation to generalist practice, problem solving and the ecological systems approach.

The social work practice courses teach students various assessment, interpretation and intervention strategies for use with individuals, families, groups, communities and organizations. Students must be formally accepted into the Program and enter the practicum in their senior year, having taken SW SOC 202, SW 210, 310, 311, 315, SW 316 and 318. Additional practice courses are taken in the senior year, concurrently with the field practicum and seminar. This permits students to learn social work skills, (SW 405, 406), to practice them with clients in the field practicum (SW 430, 432) and to process and reflect upon these experiences, emphasizing social work values and ethics in the seminar courses (SW 431, 430). Students are thus able to directly connect theory with practice. The second semester field seminar (SW 432: Social Work Internship Seminar II) taken in the final semester of the program also serves as the program's integrative capstone, writing intensive course. Students are required to complete a portfolio that will consist of presenting major assignments completed during the program and a major writing assignment that requires students demonstrate how they integrate all aspects of the core curriculum into a holistic approach to generalist social work practice.

Field Practicum Objectives

It is expected that upon completion of the Field Practicum Program at Oakland University, social work students will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Use of Supervision and Self Care

Note: Each of these objectives is directly evaluated on the Evaluation of Student Performance in Field Practicum assessment instrument contained in the appendix of the Practicum Handbook.

Criteria for Agency Selection

Potential field practicum sites are reviewed and approved by the Program's Field Director. Agencies must demonstrate a philosophy of service that is compatible with the values and ethics of the social work profession and offer students a wide range of learning opportunities consistent with the Program's objectives for field education. It is expected that the agency's mission, scope of service, programs and methods of intervention will be clearly defined and that the agency's core functions are well developed and maintained without reliance on student support. Social

service departments situated in host institutions are expected to be visible and integral to the institution's mission both in philosophy and service provision. In addition to providing a qualified Field Instructor who possesses the appropriate credentials, the agency agrees to provide the student with the necessary resources required to perform assignments including space, telephones, computers and staff support as needed. Consideration is also given to the extent to which the agency participates in local and regional service planning and maintains an active role in the community. Finally, in addition to complying with the University's policies on non-discrimination and sexual harassment, it is expected that the agency demonstrates a commitment to diversity among its staff and service programs with attention to potentially vulnerable and/or oppressed client groups. Other responsibilities for the agency include:

- Completing the Field Education Agency Application and all appropriate forms prior to the student beginning field education.
- Providing written confirmation indicating acceptance of students for placement and notifying the Program of any agency/Field Instructor changes that may affect the student experience.
- Providing the student with the appropriate orientation to agency personnel, policies, and procedures.
- Following the guidelines and curriculum as outlined in this manual. Specific practice course syllabi will also be provided to facilitate integration of course content and objectives.
- Providing time for weekly supervision sessions between the Field Instructor and student. The minimum expectation is for one hour per week of formal supervision
- Supporting the Field Instructor in attendance at training, and enrichment sessions.
- Notifying the Program in a timely manner through the field liaison when a student's performance may jeopardize the successful completion of placement.
- Along with the agency's commitment to educational goals, the agency agrees not to use students to substitute or displace employee positions in whole or in part.
- The agency agrees to reimburse students' mileage for field education assignments, plus any other reimbursements customarily given to staff. This does not include reimbursement for daily travel to and from the agency.

Role Descriptions and Responsibilities

The Field Education Director

The Field Education Director is administratively responsible for planning, implementing and evaluating all aspects of the field education experience including:

- Developing, reviewing and revising all policies and procedures related to field education;
- Recruiting, selecting and approving field agencies, Field Instructors, and field faculty liaisons;
- Assessing the readiness of students for field education;
- Overseeing the placement of students;
- Scheduling and implementing orientation and training of students, Field Instructors, and field liaisons;
- Monitoring placements and consulting with agency personnel, students, and field liaisons as needed;
- Assuring that insurance coverage for students in field placement through the University's Comprehensive General Liability, and Protection Against Professional Liability Claims Programs is obtained;
- Convening the Field Education Advisory Committee, and
- Monitoring the field education program to insure the instructional integrity of the experience for students.

In addition, the Field Education Director must approve all employment-related placement plans for students working and completing field education requirements in the same agency and paid internships coordinated in conjunction with Oakland University's Career Placement Office. Finally, the Field Practicum Director reserves the right to recommend discontinuing an agency affiliation agreement when concerns about the quality of the placement experience arise.

Role of the Faculty Field Liaison

The Faculty Field Liaison is a faculty member of the of the social work program who teaches the field practicum seminar (SW 431/433) and oversees the field practicum experience of students enrolled in seminar. The Faculty Field Liaison serves as a resource person for the student and Field Instructor interpreting the Program's policies and procedures for field education. The Field Faculty Liaison conducts a minimum of two agency visits per term to facilitate and assess the student's learning experience in field. The responsibilities of the Field Faculty Liaison are to:

- Assist in orienting the Field Instructor and student to the field practicum program;
- Facilitate the development of the student's Learning Plan for field, initial visit and revise accordingly in subsequent visits;
- Provide the student and Field Instructor with a copy of the Field Practicum Manual as well as all forms and resources necessary for supervising the student in field;

- To review the student's progress at the end of each term, identify further learning goals and tasks and initiate the evaluation process;
- In consultation with the Field Instructor, to assign a final grade for the field practicum experience; consult with the Field Practicum Director, when students issues arise;
- Serve on the Field Advisory Committee; and
- Make recommendations regarding the recruiting and retention of field agencies and instructors.

Role of Field Instructor

The Field Instructor is a Bachelor and/or Master's prepared social worker employed by the agency who is responsible for overseeing the supervision of the student in the field. Field Instructors interview and accept the student for placement and must complete the necessary paperwork required of the program in order to be approved as Field Instructors. It is expected that designated Field Instructors will attend the Field Instructor's Orientation Program. In addition to providing direct supervision, the Field Instructor is responsible for assuring that the agency provides the student with necessary resources including space, telephones, computers, etc. for performing assignments. Since the primary goal of field instruction is to help prepare entry level professionals for beginning generalist social work practice, rather than agency service, the primary role of the Agency Field Instructor is educational. In some situations, students may be assigned to an experienced task supervisor who does not meet CSWE standards as a field instructor, but who helps coordinate the day to day activities of the student. In these cases, close communication is expected between the task supervisor and the field instructor of record, who is responsible for overall supervision and evaluation of the student. The responsibilities of the Field Instructor are to:

- Submit the necessary paperwork required for approval as an agency/Field Instructor;
- Attend the Field Instructor's orientation meeting and become familiar with the Program's curriculum and field education program;
- Interview and approve the student for placement at the agency;
- Orient student to the agency, its policies and procedures;
- Facilitate the integration of the student in to the agency;
- Assist in the development and implementation of the student's Learning Plan;
- Design and implement learning experiences that meet the objectives of the program and the student's professional goals;
- Provide regular and consistent field instruction supervision with the student (a minimum of one hour weekly);
- Consult formally with the Field Faculty liaison at scheduled agency visits and informally as the need arises;
- Inform the Field Faculty Liaison should any concerns about student performance in field arise;
- Regularly evaluate the student's field work performance and provide ongoing feedback to the student; and
- Complete the evaluation forms at the end of each term, consulting with the Field Faculty Liaison in recommending a final grade.

Agencies without BSW or MSW Supervision

In rare occasions, the BSW or MSW supervisor may leave the organization. The program reinforces the social work perspective in the cases of field instructors without BSW or MSW degrees in the following ways:

- A. Field Seminar: this course (four credit hours per weeks) is taught by an MSW instructor, and is taken concurrently with the agency field experience, and practice course, serves to ensure integration of social work knowledge, values, and skills and the practice setting. Students journal weekly which is reviewed by the seminar instructor who is also the field liaison. Students submit assignments in field seminar including effective supervision, reflective supervision, professional development, self-care as well as a comprehensive portfolio capstone assignment integrating the knowledge, values, and skills learned from the field experience and in the classroom. This assignment requires students to reflect on each the ten core competencies. Seminar discussion and other assignments reinforce the social work perspective. Ethical dilemmas, value conflicts, and connection to theory are discussed in seminar.
- B. Group Supervision: In any situations where the Faculty Field Liaison determines, at any time, that the social work perspective is not being adequately reinforced in supervision, the Liaison or Field Director or coordinator will provide supplementary supervision.

Student Role and Responsibilities

Students are being educated for professional social work practice and are expected to conduct themselves in an appropriate and responsible manner consistent with the NASW Code of Ethics. Students who have completed SOC 202, SW 310, 311, 315, 316 and 318 are eligible to apply for field practicum, however, the Field Director, in consultation with the Program's Director and/or the student's advisor, may deny permission to proceed into the field if it is determined that the student is not appropriate or unprepared for the field practicum.

The student is expected to spend at least 16 hours per week in field practicum. On the basis of 16 weeks of field experience per semester, the student will accumulate 200 hours each semester or 400 hours in two consecutive semesters. This is the minimum amount of time required. Students are encouraged to perform additional hours at the agency in furtherance of their learning and to meet the needs of the agency and its clients. Scheduling hours can be handled in accordance with student's class schedule or agency's programs, however, it is generally expected that students will be in field two full eight hour days per week. Alternative schedules may be approved by the student's Field Faculty Liaison; however the student should be at the agency not less than four hours on any given day and at least two days per week. Students are expected to remain in field practicum until the term is completed. Students are not generally expected to be in field practicum during scheduled University breaks, holidays and final exams; however students are expected to plan for these absences with their Field Instructor to minimize any service disruptions. Students may use field education time to attend major social work related conferences if permission has been obtained from the Field Instructor. Other student expectations include:

- Reading and being familiar with this manual;
- Attending the Student Orientation to Field Practicum;
- Completing all necessary paperwork and applications necessary for proceeding into and continuing in field practicum;
- Notifying the Field Director when selection has been made;
- Facilitating communication between the Field Faculty Liaison and Field Instructor;
- Developing and submitting their learning plan in a timely manner;
- Working with the Field Instructor to identify and develop assignments that meet the student's and the Program's learning objectives for field practicum;
- Maintaining a cumulative record of actual hours spent in the field practicum agency;
- Completing a weekly journal regarding field experiences. Sharing the journal's information with Agency Field Instructor is left to the discretion of the student;
- Maintaining the confidentiality of clients when discussing cases and/or completing written assignments;
- Communicating regularly with the Field Faculty Liaison regarding progress and any concerns and actively participating in the Field Practicum Seminar;
- Reviewing and becoming familiar with the agency's policies as directed by the Field Instructor;
- Notifying the agency Field Instructor prior to absences. Extended absences and make-up plans must be reported to the Field Faculty Liaison;
- Being responsible for their personal transportation to and from the agency;
- Meeting agency criteria for placement such as medical screening, TB screening, and/or criminal background checks as required by the agency. The Program will not be responsible for any expenses incurred;
- Be at the agency on each scheduled field work day or to notify the agency at the beginning of the work day if they will be absent due to illness or similar emergencies. The equivalent of one week (2 day) absence from field practicum may be permitted each term for compelling reasons, providing the time is made up.
- Working to develop the necessary skills, knowledge, and values to work effectively as a member of the agency's team within the framework of the field curriculum.

Practicum Assignment Process

Students are expected to attend the mandatory field practicum orientation. Internship placements are determined by the Social Work Program Field Director. After the required agency and student forms have been received, reviewed, and approved. The Field Practicum Director will make an initial contact with prospective agencies on behalf of the students. Students are then expected to arrange an interview and to communicate with the Field Director once a placement has been accepted to assure that the confirmation form is sent back to the Field Director. Students may be expected to interview more than one agency for placement purposes. In most cases, students are placed in an agency of their first or second choice; however, the final decision rests with the Field Practicum Director.

BSW students in an endorsed Child Welfare Minor Program

Students who are minoring in child welfare and meet the requirements to be endorsed by Department of Human Services will be assigned a placement either at the Department of Human Services or a contracted partner agency of the Department of Human Services.

Employment of Student in An Agency

Practicum experience may be completed in the same agency in which the student is employed, but the experiences must be different from previous employment. The job description, role, assigned program and/or department as well as the supervisor must be different for the student in practicum than the student employee. All requirements for the selection and approval of practicum sites and Field Instructors must be met.

Students and Field Instructors will be advised that employment is a far different situation than practicum. Employment implies a relationship based on the understanding that services are provided by the employee at a certain level of professional competence in exchange for a certain fee paid by the employer. The relationship established in practicum between the agency and student is one in which the student is first and foremost a learner who provides services to the agency in exchange for educational experiences and supervision. The Agency Field Instructor must agree to a greater commitment of time and energy in assisting the student intern with professional growth and development than is typically provided to a regular employee. A student cannot be fired from a practicum experience, but may in fact be fired from an employment situation. Unless otherwise agreed and arranged, the University will not provide any direct supervisory responsibility and will not intercede on employment related matters. The Field Practicum Director and/or the Faculty Field Liaison will review specific situations with students and the Agency Field Instructor and make final determination of any ambiguous arrangements.

Liability Insurance

Students have medical malpractice coverage under the University general liability coverage while they are acting within the scope of the internship. **However, if the student does something outside the scope of the internship, no coverage exists.** For example, if a student gets into a fight or breaches confidentiality, or does something unethical, the student would be acting outside the scope of the internship and the student code of conduct and no coverage would be provided.

A faculty supervisor, while acting within the scope of their employment, would be covered for bodily injury or property damage. The University provides coverage for issues if the supervisor is brought into a suit by an employee or student.

Paid internships

All paid internships must be approved by the Field Practicum Director. All sites must meet the requirements as outlined in the Field Practicum Manual and submit the required forms for agency and Field Instructor approval. Students and Field Instructors in paid internship settings agree that the primary purpose of the internship is to further the student's learning and professional

development for social work practice. The Social Work Program will not participate in any employment related disputes; however, responsibility for oversight of social work students in paid internships rests with the Field Practicum Director and the Faculty Field Liaison. The Field Practicum Director reserves the right to remove a student from a paid internship placement should their learning needs be compromised.

Change of Field Practicum

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

1. The agency or student must contact the Faculty Field Liaison to arrange a conference and to discuss the problem.
2. The Faculty Field Liaison, after conference with both parties involved and consultation with the Field Practicum Director, will determine if a change in field practicum is necessary.
3. Under no circumstances is the student to “walk out” of the practicum until the above steps are completed, or student must retake the field practicum credits.

Student Learning Plan

The Student Learning Plan is a requirement of field education and provides a structure for individualizing the field practicum experience for each student. Each plan comprises a written understanding between the student and Field Instructor as to how the program’s goals and outcome objectives for the field practicum will be achieved. Each student will need to begin the development of their learning agreement by conducting a self-assessment with respect to their own learning needs. With this in mind the student then develops a personalized plan for meeting each of the learning objectives for field practicum. Learning agreements are to be signed by both the student and Field Instructor and submitted to the Field Faculty Liaison by the due date indicated on the field calendar. The Field Faculty Liaison will notify the Field Director of any student without a learning agreement on file by the due date. Thereafter, the student may not earn field credit for agency hours until the learning agreement is submitted. The Field Faculty Liaison may suggest modification to strengthen the document, or recommend that portions of the agreement be reformulated prior to final approval. A copy of the learning plan becomes part of the student's record and is required along with the written evaluation in order to receive a grade for the course. The learning plan serves as an organizer for student/instructor supervisory contacts, semester evaluations, and routine liaison contacts. In employment-related placements, students must submit a copy of the learning agreement to their work supervisor at the time it is submitted to the liaison. No grade will be issued without both a learning plan and evaluation submitted to the Field Faculty Liaison by the date indicated on the field education calendar.

The Program's format for the Learning Plan identifies ten learning objectives for the field practicum. Working from the objectives for field education, the student and Field Instructor collaborate to identify various experiences and assignments that enable the student to develop competencies in each of the learning objectives. A tentative timeline is established along with criteria for evaluation. The learning plan is reviewed as part of the end of the semester evaluation process. A revised learning plan is submitted for the second semester. The learning plan is provided as appendix to this manual. The process for developing the learning plan is as follows:

Step one: The learning plan identifies ten learning objectives for field practicum. Review the Program's handbook and field practicum manual along with the syllabus for your practice courses (SW 318, SW 405 and SW 406) as well as your field seminars (SW 430, 433). Once you have begun orientation to the agency and have an understanding of its mission, services and clients served begin reflecting on the learning opportunities that you would like to experience.

Step two: Working with your Field Instructor, develop a minimum of one or two activities or tasks for each of the practice behaviors. Try to estimate a time frame for accomplishing these tasks. You will be evaluated on the basis of your learning plan, which will be revised for the second semester.

Step three: Determine the criteria by which you will be evaluated. This should include the number of times something will be completed (for example, the number of assessments, treatment plans, clients in a caseload, etc). Consider whether you will observe, perform under supervision or be responsible for completing the task independently. Your learning should reflect increasingly autonomy and by the end of the practicum experience you should be responsible for performing many tasks and activities with a minimum of supervision.

Step four: Record the activities, tasks, evaluation criteria and timelines on the learning plan in outline form. This document is your learning plan. Review the plan with your Field Instructor, obtain her/his signature, sign and return to your Faculty Field Liaison by the due date indicated in the field education calendar.

Step five: Retain copies for yourself and your Field Instructor to use as a learning tool throughout the semester.

Field Practicum Evaluation Policy

Evaluation and assessment of the student and the field practicum experience is an ongoing process, and Field Instructors are expected to provide the student with regular feedback regarding their performance. Students are encouraged to consult with their Field Faculty Liaison and/or the Field

Director at any time to provide feedback on the quality of our field practicum program, its agencies and Field Instructors.

There are three components to evaluating field practicum. Upon completing the second semester of field, students are provided with an opportunity to evaluate their field experience with the Student Evaluation of Field Practicum Experience form that is appended in this Manual. Similarly, Field Instructors are encouraged to evaluate the overall quality and organization of the Program's field practicum program as well as the responsiveness and support of its faculty and staff using the Field Instructor's Evaluation of the Field Education Program form which is also attached to the Manual.

The Evaluation of Student Performance in Field (See Appendix) is completed at the end of each semester and reflects the student's overall progress in achieving the objectives and activities (specified in the learning agreement) of the field practicum experience. The same form is used for both terms. It is expected that students will generally perform satisfactorily in most areas, although a few areas may be evaluated as outstanding or in need of attention. The written evaluation is to be prepared by the Field Instructor, discussed with the student in a formal evaluation conference, and signed by both. The student's signature indicates that the student has read, but does not necessarily imply agreement with the evaluation. Evaluations are due at the end of each semester by the date outlined in the field education calendar, and become part of the student's permanent record. No grade can be assigned unless the evaluation is properly signed and received by the deadline. An addendum may be attached to the Student Evaluation of Performance in field when the information reported requires further clarification or the student believes that the evaluation is unfair or unjustified. The addendum may be prepared by either the student or the Field Instructor depending on the purpose. An addendum requires the signature of both the Field Instructor and the student. The signatures indicate that the parties have read the addendum; it is not intended to indicate agreement with the contents of the addendum.

Evaluation reports submitted to the Program are retained in the student's file and may not be released by the Field Instructor/agency to others without a written release. In preparing general letters of reference formally requested by the student, school officials may incorporate evaluation materials only if appropriate releases are present. Students are advised to keep copies of these documents.

Grading Policy for Field Practicum

At the end of each term, the student and the Faculty Field Liaison meet with the Agency Field Instructor to review the student's progress and accomplishments. The Baccalaureate Social Work Program uses a pass-fail grading system for field education. The grades should reflect the student's achievement in terms of completion of the tasks and assignments as stated in the Learning Plan and their demonstration of competence in the objectives for field as measured in the Evaluation of Student Performance in Field Form. The final decision for assigning a *satisfactory and unsatisfactory* for field practicum rests with the Oakland University Faculty Field Liaison, taking into account the formal and informal evaluations by the Agency Field Instructor. After the evaluation session each term, the Agency Field Instructor gives or sends the form to the student's Faculty Field Liaison so that it may become a part of the student's permanent record.

Grading Standards for Field Practicum

Satisfactory = Represents work which frequently **exceeds expectations**:

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

Satisfactory = Represents work which **meets expectations**.

- performs the required assignments with an appropriate amount of supervision and guidance
- is attentive during work hours and gives adequate answers
- is usually careful, neat and accurate in work
- masters the facts or general principles of information given and grasps their more general significance
- uses material from preceding courses, but needs additional assistance
- exercises noticeable care in working on assignments and gives evidence of doing independent reading and research
- is willing to accept feedback and criticism.

Unsatisfactory = Designates work which **frequently does not meet expectations and or consistently fails** to meet expectations. It implies that the student:

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

A grade of Satisfactory is required in SW 430 Social Work Internship I and SW 432 Social Work Internship II. It must be noted that the field practicum and the corresponding seminar are

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

Mandatory Meetings

There is one mandatory meeting held in the Winter semester prior to internship which assists the student in preparing for and confirming an internship for the following Fall semester. In addition, there is one mandatory event, the field appreciation breakfast, held in the final semester of their internship, usually in April. Students will receive proper notice to make arrangements accordingly.

Student Use of Private Vehicles in the Performance of Field Practicum

In some agencies students are required to use their own vehicles in the performance of field practicum duties. In other agencies, they may choose to use their own car. In either situation, students should be aware that the driver of the vehicle has the responsibility in the extent of personal injury or property damage and that the responsibility is distinct from that of the agency or the University. Students who use a private vehicle in the performance of field practicum duties are advised to check with their insurance agency or some other knowledgeable source of advice to determine if the student has appropriate insurance coverage.

Dual Relationship Policy

Dual relationships are defined as pre-existing personal and/or professional relationships that overlap with field education responsibilities. These relationships are of concern when there is the potential for a conflict of interest or negative impact upon field education goals. It is the Program's policy that when such a relationship exists between the student and the Field Instructor that the Field Director must be notified immediately.

Client Service Continuity Policy

Students in social work field placements are expected to develop and maintain significant and meaningful relationships with agency clients and/or other constituents during their field placements. Because commitment to clients is the primary responsibility of social work practice (Review the Code of Ethics of the National Association of Social Workers), some flexibility in academic scheduling may be required of students during times when the University designates a holiday or semester break. Although scheduled exams take precedence over field education, the School expects students in field placements to consider client needs when scheduling absences from agencies during semester breaks.

Semester breaks are also important times for students to rest, spend time with significant others and attend to non-academic obligations. The University intends for all students to have breaks between

semesters. Students are not required by the University to maintain a presence in the field agency during semester breaks, unless prior arrangements have been made with the agency and confirmed with the field office.

All students and Field Instructors should discuss agency expectations for student availability during semester breaks and agree to a plan during the initial interview between student and Field Instructor before accepting agency/student match. Whenever the student and Field Instructor agree that the student will continue to provide services in the agency during semester breaks, the student must inform her/his faculty field liaison of the intention to continue in the agency.

Client Confidentiality

Students are expected to comply with all standards for confidentiality including those specified in the NASW Code of Ethics as well as those of the agency. Further, students are expected to treat all information of a personal nature with sensitivity and respect, including information and observations that relate to the agency, colleagues and other students. It is assumed however, that in achieving the educational goals of field education, that client related information will be shared with the Field Instructor and Faculty Field Liaison. The following guidelines are to be followed when client information is used for learning purposes:

- Permission must be obtained from the Field Instructor any time a student uses data from or about clients or the agency setting.
- All client material used to fulfill course requirements must be disguised to the extent necessary to protect client confidentiality and anonymity.
- Client and agency related information must be treated with sensitivity and respect, even when identifying information is disguised.
- No client is to be taped, either on audio or video tape without his/her written permission. Prior to any audio or video taping, the student must discuss with the Field Instructor the reason for such recording and be granted authorization for the recording.

Policy Regarding Student Safety in Field Practicum

In preparing students for a career in social work, the Council on Social Work Education requires that part of the educational objectives be achieved through student participation in a supervised internship in a social service agency. To prepare students for this experience, students are provided with a basic, generic knowledge of safety issues as a topic discussed in the field practicum seminar. Students with specific safety concerns should contact their faculty liaison and their Field Instructor for further discussion and guidance. It is expected that the Field Instructor discuss safety concerns and agency policies with the student, and assess their understanding of safety matters as well as their ability to handle potentially threatening situations in a mature and professional manner.

At the beginning of the field practicum, the Field Instructor shall provide instruction on agency policies regarding safety matters. This should include information on all emergency procedures both on and away from the agency premises. It is the responsibility of the agency to advise and educate students regarding potential health risks in the work environment. The need for vaccinations, health screenings and physicals should be explained along with procedures to reduce

the exposure to communicable or infectious disease. The student is responsible for obtaining agency required vaccinations, health screenings and physicals, as well as for conforming to agency policies. The student is responsible for any costs incurred which are not covered by the agency. Students are expected to maintain health insurance during the course of their field practicum, and to inform their Field Instructor of any health conditions that may potentially affect the performance of their duties in field. Oakland University and the Social work program/faculty will not be held liable in the event of a safety related matter.

The Field Instructor is expected to assist the student in developing skills to assess the potential dangers of interacting with clients and communities, and to provide instruction on how to diffuse these situations if possible, and assure access to appropriate assistance when needed. Students are not permitted to transport clients. Students are not permitted to make unsupervised home visits during the first six weeks in their field agencies. After this six week period, the student may make unsupervised home visits if the following criteria are met: the client is known to the agency and poses minimal risk to the student's safety; the neighborhood surrounding the client's home is deemed safe for travel during the hours of the scheduled visit; the student has demonstrated an understanding of safety procedures for community travel and assessing the safety of a home environment; and the student has demonstrated the ability to use professional skills and judgment in the face of unanticipated events. It is the right of any social work student to defer performing an unsupervised home visit due to concerns about safety. Appendixed in the back of this document is a Field Agency Safety Review, which should be completed and discussed by the student and Agency Field Instructor.

**OAKLAND UNIVERSITY
SOCIAL WORK PROGRAM**
FIELD EDUCATION MANUAL POLICIES & GUIDELINES

Signed Statement of Understanding

I, _____
(Please Print Name)

certify that I have read, understand and agree to comply with the Oakland University Social Work Program's policies and guidelines contained in the Field Education Manual.

Student signature: _____

Grizzly ID: _____

Student Address: _____

Telephone: _____ Email: _____

Appendix A Student Forms

Field Placement Application

Due to the Family Educational Rights and Privacy Act, the School and individual faculty members are prohibited from releasing information concerning your academic record. Your academic record includes your application materials. However, as part of the placement process, we request permission to release your application for field practicum and your resume, if on file. We have found that when this information is available to your Field Instructor prior to your interview, the "matching" process is enhanced. Without a written release authorization, we are unable to provide the agency with additional information on your previous experience(s).

This release does not include your personal admission statement, personal references or your transcripts. Further, in furtherance of your leaning goals, we request your permission to verbally discuss your interests, learning needs, performance and any issues or concerns that may arise pertaining to field practicum with your advisor, Field Instructor, Faculty Field Liaison and Field Practicum Coordinator to assist in the placement process, and once placed to discuss any issues or concerns involving my practicum. You will be provided with a copy of any and all written documentation pertaining to your performance and field.

First Name

Last Name

Telephone

Oakland University Email:

I grant permission to the Oakland University Social Work Program to release my Application for Field Practicum and resume to any potential placement agencies and to discuss my learning needs, goals, and performance in field practicum with my advisor, Field Instructor, Faculty Field Liaison and Field Director as the need arises.

Yes

No

Date of Submission

Home Address

Date of Birth

Do you have a valid driver's license?

Yes

No

Do you have access to a car for placement days?

Yes

No

Have you ever been convicted of a misdemeanor or felony

Yes

No

Require special services for disabilities

Yes No

In a event of an emergency, who may we contact. Please include name, phone number and relationship



Please list any VOLUNTEER experience. Provide the name, responsible duties and dates



Please list any PREVIOUS PLACEMENTS/INTERNSHIPS. Provide the name, responsible duties and dates



Please list any PAID EMPLOYMENT experience. Provide the name, responsible duties and dates

Please describe your immediate goals and interest for this placement

Please describe career directions you are considering

Placement Preference. Select your top three client populations/systems served

- Infants/mothers
- Children
- Adolescents
- Adults
- Seniors
- Women
- Men
- Families
- Groups
- Communities/Neighborhoods
- Organizations

Practice Setting of Interest: Please select your top 3.

- Child Welfare
- Advocacy

- Court/Justice System
- Crisis/Shelter
- Group Home / Residential Care
- Child Protective Services
- Foster Care/Adoption
- Policy
- School
- Substance Abuse
- Mental Health
- Hospice
- Hospital/Nursing Homes
- Developmental Disabilities
- Housing/Homelessness

Special Considerations. In the space below you may explain and request special considerations in the matching process. This should be limited to issues of health and or physical disability, family issues, job constraints, geographic location or personal issues.

Are you planning to declare one of the following by Fall 2017?

- Minor in Child Welfare
- Concentration in Gerontology
- Concentration in Addiction Studies
- None of the above

Are you planning on pursuing an endorsement in child welfare following graduation?

- Yes No

I understand that listing my preferences and/or completing my minor or concentration information DOES NOT guarantee a placement with a specific population/setting.

- I agree

If you have any questions or concerns please contact the Field Education Director at 248-370-2502.

[SUBMIT](#)

Appendix B Agency Forms

Field Placement Agency Application

Name
Email
Telephone
Address 1
City
State
ZIP

Agency Information

Agency Name

Have you previously worked with OU Social Work Students?

Practice Setting

- Child Welfare
- Community Center
- Court/Justice System
- Crisis/Shelter
- Residential Care
- Mental Health
- Foster Care/Adoption
- Hospice
- Hospital
- Home Health Care
- Rehabilitation
- Community Setting/Advocacy
- Developmentally Disabled
- Aging
- School
- Substance Abuse
- Prevention
- Public Health
- Public Assistance
- Family Services
- Other

Program Mission or Description

Services Offered

- Intake
- Referral
- Counseling
- Crisis Intervention
- Rehabilitation
- Out-patient
- In-patient
- Case management
- Advocacy

- Community
- Financial Assistance
- Policy
- Organizational development
- International Assistance

Client Populations Served

- Infants/mothers
- Children
- Adolescents
- Adults
- Seniors
- Women
- Men
- GLBT
- Individuals
- Couples
- Families
- Communities/Neighborhoods
- Groups
- Immigrants

Specific tasks and opportunities for students

Expectations for Students

- Car
- Drug Screening
- Criminal Background Check
- TB Test

Does your agency accept students with felonies or misdemeanors?

Days of operation

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Hours of operation

How many students would you like?

Field Instructor Information

Do you have a masters or a bachelors prepared social worker to provide supervision

Please identify the credentials of the field instructor that will provide social work supervision.

Field Instructor's Name
Field Instructor's Phone Number
Field Instructor's Email

Does the field instructor have experience supervising social work students?

Please select the level of students you have supervised as a SW field instructor (check all that apply):

- BSW
- MSW
- Non-Social Work

Please provide the following information regarding your educational background. Please list all.
A). University B). Degree C). Year Awarded

Professional Work Experience. Please list: A). Agency B). Title C). Dates of Employment D).
Responsibilities

Professional Organizations/Community Involvement

BSW Field Instructor Field Placement Interview Response & Confirmation Form

<u>TO BE COMPLETED BY THE FIELD INSTRUCTOR</u>					
(Contact information must be completed even if you have previously submitted an Application)					
Instructor's Last Name:		First:			
Degree Credentials:		Phone:		Email:	
Organization/Agency:			Department:		
Organization/Agency Mailing Address (Street/Building/Floor/Suite):					
City/State/Zip:					
Is this student an employee here?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, please complete the following:	
		Occupation/Title			
Student placement location (if different from above information):					

Please complete all that apply:

I have interviewed (Student's Name):		<input type="checkbox"/> Yes	<input type="checkbox"/> No
I will accept this student for field placement.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Name of Task Supervisor (if applicable):			
Task Supervisor Phone Number:		Task Supervisor Email Address:	
I have discussed the following		<input type="checkbox"/> Start Date <input type="checkbox"/> Background Check <input type="checkbox"/> TB Test <input type="checkbox"/> Physical Test <input type="checkbox"/> Other requirements if needed	
<input type="checkbox"/> I wish to discuss the interview further. Please call me at:			
<input type="checkbox"/> I have interviewed this student and I am unable to accept this student for field placement for the following reason(s):			

Note: When sent electronically a digital signature is acceptable.

Field Instructor Signature:		Date:	
-----------------------------	--	-------	--

To be completed by the Field Director

Comments, if any:			
Field Director:		Date:	

BSW STUDENT FIELD PLACEMENT INTERVIEW RESPONSE & CONFIRMATION FORM

TO BE COMPLETED BY THE STUDENT

Student's Last name:		First	
----------------------	--	-------	--

EMAIL ADDRESS:

Please complete all that apply:

I have interviewed with _____ (field instructor and/or task supervisor name) at _____ (Agency/Organization) and will accept this agency and field instructor for a field placement.	<input type="checkbox"/> Yes <input type="checkbox"/> No
I am employed at this agency	<input type="checkbox"/> Yes <input type="checkbox"/> No
I understand my start date	<input type="checkbox"/> Yes <input type="checkbox"/> No
I understand what is required for me to start my internship	<input type="checkbox"/> Yes <input type="checkbox"/> No
I understand I must complete an average of 16 hours per week	<input type="checkbox"/> Yes <input type="checkbox"/> No
I have discussed my schedule with the agency I am placed at	<input type="checkbox"/> Yes <input type="checkbox"/> No
I understand, that if requested, I may have to pay for my own background check	<input type="checkbox"/> Yes <input type="checkbox"/> No

Additional Comments or Concerns:

Student Signature		Date:	
-------------------	--	-------	--

To be completed by the Field Director

Comments, if any:

Field Director signature:		Date	
---------------------------	--	------	--

Information entered into database (Date)		Confirmation letter sent (Date):		Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	--	----------------------------------	--	------------------------------	-----------------------------

OAKLAND UNIVERSITY

Field Agency Safety Review

SW 430/432 – Field Internship I and II

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

Agency: _____ Date of Review: _____

I. Orientation

Does the agency have its own safety policies? Yes No
Does the agency have a safety orientation or training? Yes No
Are you familiar with the safety policies? Yes No
Have you participated in the safety orientation or training? Yes No
Have you discussed the issue of safety with your Field Instructor? Yes No
Have you and your Field Instructor reviewed the Oakland University Social Work Program's Policy Related to Safety of Students in Field Placement? Yes No
If not, what are the obstacles to you doing this?

II. Environment

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

III. Travel

Is public transit accessible to your agency? Yes No
Is there an escort service available? Yes No
Does the area neighborhood present increased risks? Yes No
What special procedures or areas for parking does the agency provide to increase worker safety?

IV. Home Visits and Outreach Activities

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

What are your agency's specific safety procedures regarding home visits and outreach activities?
Call-in procedure Yes No

Buddy system	Yes	No
Escorts	Yes	No
Activity logs	Yes	No
If other procedures are used, please explain:		

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

How are high-risk neighborhoods or areas identified?

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

V. Health

Are there health risks in this setting?	Yes	No
---	-----	----

What are those risks and what precautions are you taking?	Yes	No
---	-----	----

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

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

VI. Reporting

Whom would you contact regarding the following:

- a) a potentially violent client? _____
- b) unsafe physical surroundings? _____
- c) harassment by an agency staff person? _____
- d) exposure to a communicable disease? _____
- e) a practicum related injury? _____
- f) assault in the agency by an unknown person? _____
- g) symptoms of a practicum related illness? _____
- h) harassment by your Field Instructor? _____
- i) threatening behavior by a client in their home? _____

VII. Overview

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

Safe Somewhat Safe Unsafe

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

Safe Somewhat safe Unsafe

Have you shared the results of this safety review with your Field Instructor?

Yes No

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

We have reviewed this completed form together and have addressed any noted safety concerns. We have also reviewed and are familiar with the Social Work Program Policy Related to the Safety of Students in Field Placement.

Student's Signature: _____

Date

Field Instructor's Signature: _____

Date

Developed by Barbara Jean Scott, MSW
Assistant Professor, Madonna University
Livonia, MI 48035

Based on Weinger, S. (2001). Security Risk: Preventing Client Violence Against Social Workers. Washington, D.C.: NASW Press.

Appendix C: Learning Plan & Evaluation Forms



Oakland University
Social Work Field Education Learning Plan
SW 430/432

Student Name:
Field Instructor:
Date:

Agency:
Faculty Field Liaison:

Instructions: *The student, with assistance from the Agency Field Instructor and Faculty Field Liaison will develop a Learning Plan for their practicum experience that encompasses the following practices behaviors with activities that are specific to that agency. It is important that in developing the plan, activities are phrased in behaviorally specific language. This section should identify some specific assignments at the agency, which are to be carried out by the student as well as any behavior and activities which the field agency expects of student. Once it is developed, the student, Field Instructor and faculty liaison will review and sign the plan.*

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.

Practice Behaviors

A. 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

Activity:

B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Activity:

C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Activity:

D. Use technology ethically and appropriately to facilitate practice outcomes

Activity:

E. Use supervision and consultation to guide professional judgment and behavior

Activity:

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.

Practice Behaviors

A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Activity:

B. Present themselves as learners and engage clients and constituencies as experts of their own experiences

Activity:

C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Activity:

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.

Practice Behaviors

A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Activity:

B. Engage in practices that advance social, economic, and environmental justice

Activity:

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.

Practice Behavior

A. Use practice experience and theory to inform scientific inquiry and research

Activity:

B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Activity:

C. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Activity:

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

Practice Behaviors

A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Activity:

B. Assess how social welfare and economic policies impact the delivery of and access to social services

Activity:

C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Activity:

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

Practice Behaviors

A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Activity:

B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Activity:

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

Practice Behavior

A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Activity:

B. 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

Activity:

C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Activity:

D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Activity:

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.

Practice Behavior

A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Activity:

B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Activity:

C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes:

Activity:

D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Activity:

E. Facilitate effective transitions and endings that advance mutually agreed-on goals

Activity:

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.

Practice Behavior

A. Select and use appropriate methods for evaluation of outcomes

Activity:

B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

Activity:

C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Activity:

D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Activity:

COMPETENCY 10: Use of Supervision and Self Care:

Practice Behaviors

A. Practiced self-care as an integral part of professional development and implemented strategies for relaxation, stress management and personal care planning during your practicum experience.

Activity:

B. Effectively used supervision as a strategy for self-care.

Activity:

C. Advocate for policies that promote self-care within your agency
Activity:

Student Signature _____

Date _____

Field Instructor Signature _____

Date _____

Faculty Field Liaison Signature _____

Date _____

Evaluation of Student Performance in Field Practicum

Student Name:

Agency:

Field Instructor:

Faculty Field Liaison:

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

Scale: 1 = Student consistently fails to meet expectations 2 = Occasionally meets expectations 3 = Meets expectations 4 = Occasionally exceeds expectations 5 = Consistently exceeds expectations

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.

Practice Behaviors

A. 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

Rate

B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Rate

C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Rate

D. Use technology ethically and appropriately to facilitate practice outcomes

Rate

E. Use supervision and consultation to guide professional judgment and behavior

Rate

Narrative Evaluation:

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.

Practice Behaviors

A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Rate

B. Present themselves as learners and engage clients and constituencies as experts of their own experiences

Rate

C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Rate _____

Narrative Evaluation:

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.

Practice Behaviors

A. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Rate _____

B. Engage in practices that advance social, economic, and environmental justice

Rate _____

Narrative Evaluation:

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.

Practice Behavior

A. Use practice experience and theory to inform scientific inquiry and research

Rate _____

B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Rate _____

C. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Rate _____

Narrative Evaluation:

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

Practice Behaviors

A. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Rate _____

B. Assess how social welfare and economic policies impact the delivery of and access to social services

Rate _____

C. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Rate _____

Narrative Evaluation:

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

Practice Behaviors

A. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

Rate _____

B. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Rate _____

Narrative Evaluation:

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

Practice Behavior

A. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Rate _____

B. 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

Rate _____

C. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Rate _____

D. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Rate _____

Narrative Evaluation:

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.

Practice Behavior

A. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Rate _____

B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Rate _____

C. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes:

Rate _____

D. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Rate _____

E. Facilitate effective transitions and endings that advance mutually agreed-on goals

Rate _____

Narrative Evaluation:

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.

Practice Behavior

A. Select and use appropriate methods for evaluation of outcomes

Rate _____

B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

Rate _____

C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Rate _____

D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Rate _____

Narrative Evaluation:

COMPETENCY 10: Use of Supervision and Self Care:

Practice Behaviors

A. Practiced self-care as an integral part of professional development and implemented strategies for relaxation, stress management and personal care planning during your practicum experience.

Rate _____

B. Effectively used supervision as a strategy for self-care.

Rate _____

C. Advocate for policies that promote self-care within your agency

Rate _____

Narrative Evaluation:

Please Circle: Satisfactory or Unsatisfactory

FIELD INSTRUCTOR'S COMMENTS:

OAKLAND UNIVERSITY

Student Evaluation of Field Practicum Experience

Each of the competencies listed below are recognized in the social work literature as important aspects of field instruction/supervision. This evaluation form is designed to assist the Social Work Program at Oakland University in assessing the quality of its field practicum program. Please be assured that this information will be kept confidential and will only be used for evaluating the field practicum program. This information will not affect your grade or standing in the program in any way.

Directions: Please circle a response to the right of each competency that describes your experience in you field practicum

1=weak 2=somewhat weak 3=acceptable 4=somewhat strong 5=strong

Field Instructor:

	weak			strong	
1. Provided me with a variety of appropriate learning opportunities	1	2	3	4	5
2. Modified learning experiences to meet my needs	1	2	3	4	5
3. Integrated field and classroom learning	1	2	3	4	5
4. Provided me with important resources	1	2	3	4	5
5. Engaged me in designing learning experiences	1	2	3	4	5
6. Incorporated human diversity issues into learning opportunities	1	2	3	4	5
7. Provided experiences to meet generalist social work objectives	1	2	3	4	5
8. Explored current issues in social work	1	2	3	4	5
9. Applied the Code of Ethics to field/practice dilemmas	1	2	3	4	5
10. Matched supervision style to my needs	1	2	3	4	5
11. Helped me critically analyze issues	1	2	3	4	5
12. Was an effective listener	1	2	3	4	5
13. Assisted me in the development of problem solving skills	1	2	3	4	5
14. Facilitated my self-assessment skills and reflection	1	2	3	4	5
15. Helped me with my learning plan	1	2	3	4	5
16. Provided regular feedback to me	1	2	3	4	5
17. Evaluated progress informally and formally	1	2	3	4	5
18. Made suggestions for my improvement	1	2	3	4	5
19. Evaluated me fairly	1	2	3	4	5
20. Understood my strengths and weaknesses	1	2	3	4	5
21. Involved me in the evaluation process	1	2	3	4	5
22. Completed all required forms in a timely manner	1	2	3	4	5
23. Worked effectively with the Faculty Field Liaison	1	2	3	4	5
24. Was knowledgeable about field placement program	1	2	3	4	5
25. Created a positive working relationship with me	1	2	3	4	5
26. Was available when I needed them	1	2	3	4	5
27. Supported me without becoming therapeutic	1	2	3	4	5
28. Displayed healthy boundaries with student and others	1	2	3	4	5
29. Was an appropriate role model for me	1	2	3	4	5
30. Provided me with a thorough orientation to agency	1	2	3	4	5
31. Provided me with the appropriate level of supervision	1	2	3	4	5
32. Permitted me to working independently when I was ready	1	2	3	4	5

Agency Characteristics

33. Assured I had adequate space, phone and computer	1	2	3	4	5
34. Provided a welcoming environment for students	1	2	3	4	5

- | | | | | | |
|--|---|---|---|---|---|
| 35. Provided opportunities for me to become integrated into the agency | 1 | 2 | 3 | 4 | 5 |
| 36. Helped oriented me to the profession of social work | 1 | 2 | 3 | 4 | 5 |
| 37. Helped me understand the community of the agency | 1 | 2 | 3 | 4 | 5 |
| 38. Provided me with an opportunity for interdisciplinary practice | 1 | 2 | 3 | 4 | 5 |
| 39. Provided me with an opportunity to work with individuals | 1 | 2 | 3 | 4 | 5 |
| 40. Provided me with an opportunity to work with groups | 1 | 2 | 3 | 4 | 5 |
| 41. Provided me with an opportunity to work with the community | 1 | 2 | 3 | 4 | 5 |
| 42. Provided me with an opportunity to work on programs, initiatives, projects or policies within the agency | 1 | 2 | 3 | 4 | 5 |
| 43. Provided me with an opportunity to work with clients with diverse backgrounds and cultures | 1 | 2 | 3 | 4 | 5 |

44. Overall, how would you rate the quality of your practicum experience? **1 2 3 4 5**

45. How strongly would you recommend this placement to others? **1 2 3 4 5**

Field Faculty Liaison

- | | | | | | |
|---|---|---|---|---|---|
| 46. Met with me and my Field Instructor as needed | 1 | 2 | 3 | 4 | 5 |
| 47. Provided us with an orientation to field practicum | 1 | 2 | 3 | 4 | 5 |
| 48. Provided us with the necessary forms and materials needed | 1 | 2 | 3 | 4 | 5 |
| 49. If needed, was available to discuss issues with me | 1 | 2 | 3 | 4 | 5 |
| 50. Assisted in my evaluation process | 1 | 2 | 3 | 4 | 5 |

Comments:

What did you like best about this placement?

What suggestions do you have for improving this placement?

Students Name (optional): _____

Agency Name: _____

Field Instructor's Name: _____

Adapted from Field Instructor Performance Evaluation Tool developed by Murdock, Ligon, Ward, & Choi, (2002).

Oakland University Social Work Program

Evaluation of Field Practicum by Agency Field Instructor

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

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

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

13. Overall, I am satisfied with the help and support I received from the Faculty Field Liaison.	1	2	3	4	5	N/A
14. Overall, I am satisfied with the Field practicum Program at Oakland University.	1	2	3	4	5	N/A
15. In general, this practicum experience helped the student practice the problem solving process with client systems.	1	2	3	4	5	N/A
16. In general, this practicum experience helped the student understand social and agency policy concepts.	1	2	3	4	5	N/A
17. In general, this practicum experience helped the student understand research and/or practice evaluation concepts.	1	2	3	4	5	N/A
18. In general, this practicum experience provided the student with an opportunity to develop an understanding of multicultural generalist social work practice.	1	2	3	4	5	N/A
19. In general, this practicum experience helped the student understand the major concepts and principles of social work.	1	2	3	4	5	N/A
20. In general, this practicum experience helped the student understand the importance of social work values and ethics in practice.	1	2	3	4	5	N/A

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

Field Instructor (print name): _____

Signature: _____

Date: _____

Please return this completed form to:

Field Director
Oakland University
Social Work Program
512A Varner Hall
Rochester, MI 48309-4495