

GREENVILLE UNIVERSITY

FIELD EDUCATION MANUAL

For Students, Field Liaisons, and
Field Instructors

August 2017

Greenville University
Social Work Field Education Office
315 East College Avenue
Greenville, IL 62246
Phone (618) 664-6816

Table of Contents

Notice to Students.....	5
Dean's Preface.....	6
Director of Field Instruction Preface.....	7
Administrative Structure of the Field Program.....	8
Greenville University Social Work Program Field Education Office.....	9
Greenville University Social Work Administration and Faculty.....	10
Greenville University Mission.....	11
Social Work Program Mission.....	11
Social Work Program Goals.....	11
CSWE Core Competencies.....	12
Field Instruction: Goals, Policies, and Procedures.....	15
Field Instruction Goals	15
Field Education Policies and Procedures.....	15
Admission Requirements to Field Practicum.....	15
Policies and Procedures Regarding Discrimination and Sexual Harassment.....	15
Academic Credit for Life or Previous Work Experience.....	16
Agency Agreements.....	16
Agency Policies.....	16
Agency Reimbursement for Student Services.....	17
Concurrent Student Employment and Practicum Policy.....	17
Automobile Insurance.....	17
Criminal Records.....	17
Disability and Compliance with the Americans with Disabilities Act.....	17
Health Insurance Portability and Accountability Act of 1996 (HIPAA).....	17
Liability.....	18
Lobbying Activities.....	18
Mandated Reporting.....	18

Safety and Security of Student in Practicum.....	18
Harassment.....	19
Sharing Sensitive Information.....	19
Field Instruction and Training.....	19
Continuing dialog with field education setting and field instructors.....	19
Site Selection.....	20
Process for placing and monitoring students.....	20
Maintaining field liaison contacts with field education settings.....	20
Evaluating student learning.....	20
Field Setting effectiveness.....	20
Supervision and Evaluation Guidelines.....	21
Other Policies.....	24
Resources.....	24
Appendices.....	26

Notice to Students

This manual provides important information about Social Work Field Education at Greenville University. All students should read it carefully. In addition, every student should read the Student Handbook for a full explanation of university policies and procedures.

Students are responsible for knowing and adhering to the policies and procedures in this Field Manual, in the Student Handbook, and the Greenville Office of Admissions and Records.

Dean's Preface

The Greenville University of Social Work Program is a dynamic part of our of Professional Studies. We enjoy the significance associated with offering a Christian Liberal Arts Education in Social Work, whose mission is so like that of the University.

Our commitment to social, racial, and economic justice is an important aspect of our legacy and is embraced by our field education office. Each year we place students in field internships that allow them to grow as generalist practitioners.

This field instruction manual serves as a common point of reference for the many individuals involved in field education office. It reviews the purposes of field instruction and the procedures we use to plan, monitor, and evaluate the field instruction experience. Whether you are a student, field instructor, or field faculty liaison, the manual will serve as a guide to a successful field experience.

Thank you for the many ways you help make the Social Work Program a blessed place to study and work. Your input and excellence help to make field education a strong, appreciated and rewarding part of the BSW program.

Douglas Faulkner, PhD

**Dean of Professional Studies
and Professor**

Director of Field Instruction Preface

On behalf of the Field Education Office of the Greenville University School of Social Work, I would like to extend a warm welcome and appreciation to everyone participating in the mission and advancement of social work education. This includes students, faculty, academic and support staff, and current and prospective field site supervisors and their organizations. The faculty and staff of the university believe that field education is one of the most important aspects of our curriculum. In this spirit, we have developed the *Field Education Manual for Students, Field Instructors, and Field Faculty Liaisons*. It describes field education at the university and will provide an understanding of the mission of the university as operationalized in the policies and implementation of the Field Education Program.

The Council on Social Work Education adopted a "competency-based approach" to prepare students to become professional social workers in the 2008 Accreditation Standards. These Core Competencies are taught through course work, the field education courses of instruction, learning from field instructors and experience in the field. In this way, social work students are exposed to, learn, acquire, and adopt social work competencies to work effectively with diverse client systems.

This approach includes a strong emphasis on the assessment of student mastery of the competencies as demonstrated through specific practice behaviors. In this process, the social work program has adopted, through curriculum and field practice, requirements to better ensure that our students understand, embrace, and embody the Ten Core Competencies of Social Work Practice.

You are embarking on an exciting and challenging course of study that will inspire you to think beyond yourself, to ask complex questions, and to apply your knowledge and skills in the field practice experience of social work. Social Work Field Education provides an intensive learning experience. While in your placement, you will begin to develop your professional identity as a social worker and start your journey toward becoming a social work practitioner dedicated to serving at risk individuals, families, groups, communities, and organizations. University faculty, field faculty liaisons, and field instructors form a partnership that will support, challenge, and help you become a professional social worker.

Field education is the "laboratory" where the values, knowledge, and skills of the social work profession are conveyed. This manual is designed to provide you, the student, the field instructor, and field faculty liaison with an outline for the achievement of our mission. The Field Education Office welcomes you and hope that you will provide feedback throughout your journey with us.

Carrie J Ackerman, MSW, LCSW
Director of Field Education

Administrative Structure of the Field Program

The faculty of the Greenville University Social Work Program is dedicated to helping each student to succeed in this program. The roles and responsibilities of the faculty regarding field experiences are as follows:

A. Dean of the University of Professional Studies

The Dean, Douglas Faulkner, Ph.D., is the chief administrator for the University of Professional Studies, under which the Social Work Program resides and provides administrative leadership to all aspects of the program.

B. Vice President for Academic Affairs Dean of Faculty Professor of Theology

The Vice President for Academic Affairs and Dean of Faculty, Professor of Theology, Brian Hartley, PhD, works closely with the Dean, the Director of Field Education, and the faculty regarding the curricular content of the fieldwork courses.

C. Director of Field Education

The Director of Field Education, Carrie J Ackerman, MSW, LCSW, provides administrative leadership and direction for the field education program. The Director reports to the Director of the Social Work Program and supervises the Field Instructors and Field Faculty Liaisons. The Director of Field Education oversees the general operations and facilitates the ongoing operation of the fieldwork education program.

D. Field Instructors

Field Instructors are professional social workers (BSW or MSW) who predominantly work in agency settings. They provide instruction, supervision and support to students while in the field at their field placements. The field education program networks and establishes relationships with many agencies in the Greenville area and surrounding communities, continually seeking out new placements for students in agreement with the social work program mission.

Greenville University Social Work Program Field Education Office

Faculty

Carrie Ackerman MSW, LCSW – Director of Field Education

Office: Lower Level of Ruby Dare Library, Room #109

Phone: 618-664-6815 (office), 618-918-0007 (cell/text)

E-mail: carrie.ackerman@greenville.edu

Hannah Shanks, MSW-Director of Social Work Program, Field Faculty Liaison

Office: Lower Level of Ruby Dare Library, Room #110

Phone: 618-664-6816

E-mail: hannah.shanks@greenville.edu

Administration and Faculty 2017-2018

Douglas Faulkner, Ph.D.....Dean of Professional Studies

Brian Hartley, Ph.D.....Vice President for Academic Affairs

Hannah Shanks, MSW.....Director of Social Work Program

Carrie J Ackerman, MSW, LCSW.....Director of Social Work Field Education

Greenville University Mission

Greenville University empowers students for lives of character and service through a transforming Christ-centered education in the liberating arts, sciences, and professional studies. *Greenville University, 2013.*

Social Work Program Mission

The Social Work Program will provide and coordinate a Christ-centered, liberal arts education for students, including preparation in social work from a Christian perspective, and training for lives of effective and redemptive service in a culturally diverse society and world.

Social Work Program Goals

Knowledge

1. Students completing a major in social work will have a wide knowledge base in sociological concepts and processes.

Skills

2. Students will have the fundamental skills to become professional social workers both in academic and applied settings.

Relating to Society

3. Students will be able to relate the knowledge and skills of the discipline to the needs of contemporary society.

Graduate Education

4. Students completing the social work major will be admissible to a graduate degree program in the field.

Motivation & Career

5. Students will display a life career motivation for human service and will be employable.

Christian Service

6. Students will be able to practice the discipline from a Christian perspective and will understand how a Christian worldview can both motivate and direct social work practice.

CSWE Core Competencies

In light of the accreditation standards, the Social Work Program Curriculum is competency based. Coursework and field placements parallel the competency-based approach. The curriculum prepares students to exhibit core competencies and practice behaviors—the knowledge, values, and skills—of generalist social work practice. The competencies and measurable practice behaviors of the foundation competencies are listed below. We encourage you to review these competencies in an effort to become familiar with them whether as a student or a field instructor.

Foundation Competencies and Practice Behaviors

Competency	Practice Behaviors
1. Identify as a professional social worker	Advocate for client access to services of social work
	Practice personal reflection and self-correction to assure continual professional development
	Attend to professional roles and boundaries
	Demonstrate professional demeanor in behavior, appearance, and communication
	Engage in career-long learning
	Use supervision and consultation
2. Apply social work ethical principles	Recognize and manage personal values in a way that allows professional values to guide practice
	Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles
	Tolerate ambiguity in resolving ethical conflicts
	Apply strategies of ethical reasoning to arrive at principled decisions
3. Apply critical thinking	Distinguish, appraise, and integrate sources of knowledge, including research-based knowledge, and practice wisdom
	Analyze models of assessment, prevention, intervention, and evaluation.
	Communicate effectively, in oral and written form, the analysis of theories for assessment of client systems along critical dimensions of testability, functionality, bias, and practicality
4. Engage diversity and difference	Recognize the extent to which a culture's structures, theories, and values may oppress, marginalize, alienate, or create or enhance privilege and power
	Gain sufficient self-awareness to critically examine the influence of personal biases and values in working with diverse groups
	Recognize and communicate their understanding of the importance of difference in shaping life experiences
	View themselves as learners and engage those with whom they work as informants
5. Advance human rights, social and economic justice	Understand the forms and mechanisms of oppression and discrimination

	Advocate for human rights and social and economic justice
	Engage in practices that advance social and economic justice
6. Engage in research-informed practice and practice-informed research	Use practice experience to inform scientific inquiry
	Use research evidence to inform practice
	Utilize conceptual frameworks to guide the processes of strengths-based assessment, intervention, and evaluation in practice
	Utilize conceptual frameworks to recognize and assess the range of social systems and environments in which individuals live,
	Recognize the impact of social and economic forces on individuals including the impact of racial and ethnic minority status, disability
	Critique and apply knowledge to understand person and environment
	Analyze, formulate, and advocate for policies that advance social well-being
	Collaborate with colleagues and clients for effective policy action
	Continuously discover, appraise and attend to changes in locales, populations, scientific developments, and emerging societal trends
	Provide leadership in promoting changes in service delivery and practice to improve the quality of services
	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
	Use empathy and interpersonal skills
	Develop a mutually agreed-on focus of work and desired outcomes
	Collect, organize & interpret client data
	Assess client strengths and limitations
	Develop mutually agreed on goals & objectives
	Select appropriate intervention strategies
	Initiate actions to achieve organizational goals
	Implement prevention interventions that enhance client capacities
	Help clients resolve problems
	Negotiate, mediate, and advocate for clients
	Facilitate transitions and endings
	Critically analyze, monitor, and evaluate interventions

7. Apply knowledge of human behavior in the social environment	Utilize conceptual frameworks to guide the processes of strengths-based assessment, intervention, and evaluation in practice
	Utilize conceptual frameworks to recognize and assess the range of social systems and environments in which individuals live, including families, groups, organizations, institutions, and urban communities
	Recognize the impact of social and economic forces on individuals including the impact of racial and ethnic minority status, disability status, urban location, gender, and sexual orientation
	Critique and apply knowledge to understand person and environment
8. Engage in policy practice	Analyze, formulate, and advocate for policies that advance social well-being
	Collaborate with colleagues and clients for effective policy action
9. Respond to contexts that shape practice	Continuously discover, appraise and attend to changes in locales, populations, scientific developments, and emerging societal trends to provide relevant services
	Provide leadership in promoting changes in service delivery and practice to improve the quality of services
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, & communities	
-Engagement	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
	Use empathy and interpersonal skills
	Develop a mutually agreed-on focus of work and desired outcomes
-Assessment	Collect, organize & interpret client data
	Assess client strengths and limitations
	Develop mutually agreed on goals & objectives
	Select appropriate intervention strategies
-Intervention	Initiate actions to achieve organizational goals
	Implement prevention interventions that enhance client capacities
	Help clients resolve problems
	Negotiate, mediate, and advocate for clients
	Facilitate transitions and endings
-Evaluation	Critically analyze, monitor, and evaluate interventions

Field Instruction: Goals, Policies, and Procedures

Field Instruction Goals

The Social Work Program's BSW program is in candidacy for accreditation by the Council on Social Work Education (CSWE). CSWE establishes minimum standards for curriculum and publishes them in a document entitled the Educational Policy and Accreditation Standards (EPAS). A full listing and discussion of the CSWE EPAS are available on the CSWE website at: <http://www.cswe.org/Accreditation/Handbook.aspx>

Field instruction is a class that takes the form of a closely supervised educational internship in a social work agency that provides a unique opportunity to integrate conceptual and theoretical material learned in the classroom with hands-on, real life service delivery experiences. The Field Education Office is responsible for all field instruction.

The BSW curriculum is designed to provide students with the knowledge, values, and skills for professional social work practice. Essential to this is practice with diverse groups, the poor, disenfranchised, the disabled and the disadvantaged.

The goals of field instruction are:

1. To educate professional social workers for practice with urban and rural at-risk populations.
2. To provide opportunities for students to acquire and demonstrate the competencies and practice behaviors of the foundation curriculum.
3. To provide opportunities for assessment of student performance in the field.

Field Education Policies and Procedures

Admission Requirements to Field Practicum

Students entering social work practicum must have completed the prerequisites as posted on the Course Listings. It reads:

Prerequisite: SOCI 101 (Introduction to Sociology), PSYC 202 (Statistics), SCWK 210 (Research Methods), SCWK 205 (Introduction to Social Work), SCWK 240 (Social Work Practice) and upper division status.

- In addition, the student must have maintained a University GPA of at least 2.0/4.0.

Discrimination and Sexual Harassment

The commitment of the Social Work Program to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from discrimination in all its forms.

The policy of the Social Work Program is to comply fully with all federal and state nondiscrimination and equal opportunity laws, orders, and regulations. The university will not discriminate against any person because of race, color, sex, religion, national origin, ancestry, age, marital status, disability, sexual orientation, including gender identity, unfavorable discharge from the military or status as a disabled veteran or a veteran of the Vietnam era. This nondiscrimination policy applies to admissions, employment, access to and treatment in the Greenville University programs and activities.

Sexual harassment of students or employees will not be tolerated and actions will be taken to provide remedies when such harassment is discovered. The university environment must be free of sexual harassment in work and study.

Sexual harassment is defined by law and includes any unwanted sexual gesture, physical contact, or statement that is offensive, humiliating, or an interference with required tasks or career opportunity at the University. This includes inappropriateness involving sexual orientation and/or gender identity.

Academic Credit for Life or Previous Work Experience

In accordance with the Council on Social Work Education policy, academic credit for life experience and previous work experience cannot be granted in whole or in part in lieu of the field practicum courses.

Agency Agreements

The Field Education Office must approve organizations or agencies. The organizations or agencies and field instructors must complete the forms below.

- **Field Education Instructor Information Form (FEII)** – Each Field Instructor must complete the FEII and be approved by the Field Education Office previous to student placement of students. Field Instructors must be approved by the Field Education Office due to requirements set forth by the CSWE regarding the credentials of field instructors.
- **Affiliation Agreement Form-** Each site must complete an Affiliation Agreement for each individual program.

Completed forms must be submitted to the Field Education Office before a student may start a practicum.

Agency Policies

Students are required to comply with the rules and policies of the practicum site, insofar as they pertain to their activities while at the practicum site. The practicum agency may require students to obtain pre-practicum health and/or criminal background checks. While the social work programs do not collect this information, students are informed that the agency may require such information. Should a student elect not to provide the required information, he/she is informed that a practicum at that agency may not be an option.

Agency Reimbursement for Student Services

Students shall follow agency policy regarding the collection of fees and accepting gifts. While in practicum, students may personally not keep any fees charged for their services.

Concurrent Student Employment and Practicum Policy

Field placements in a field setting in which the student is employed are highly discouraged. In the event that the student needs to consider this option, the following criteria must be met.

1. The site must meet the same criteria for “Selection of Agencies” and “Selection of Field Instructors” and must be approved by the Field Education department.
2. The site must provide a Field Instructor who is not the regular administrative/job supervisor. This person must meet all of the criteria of a Field Instructor.
3. If a student is employed at a site where the practicum takes place, there must be release time to fulfill practicum assignments.
4. The job assignment and the practicum activity are separate. Practicum tasks cannot be a part of job responsibilities. Time must be kept for each individually and not concurrently.

Automobile Insurance

Some programs provide secondary auto insurance. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

Criminal Records

Students should inform the field education administrator of any information regarding felony convictions and/or other information that may impact the student’s ability to secure and complete a practicum. Individual programs do not conduct criminal background checks on students. If the program is aware of criminal conviction or other pertinent information, the student may be asked to sign a release of information authorizing the program to discuss this information with approved practicum sites.

Disability and Compliance with the Americans with Disabilities Act

The Americans with Disabilities Act (ADA) of 1990 extends and implements civil rights protections for disabled individuals. Students requiring an accommodation related to a disability should utilize Greenville University resources to formally document their disability and work with those resources to request accommodations during their practicum experiences. Greenville University has a policy that protects students from discrimination and has an office that assists students with assessment and support services.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Many practicum agencies that collect and/or use client health information are required to comply with the federal HIPAA law. As the social work program is not considered a business, Greenville University programs are not required to comply. However, agencies may wish to orient their practicum students and take steps to ensure student compliance. Some programs require HIPAA training prior to practicum.

Liability

Greenville University requires students to purchase professional liability insurance for students' supervised practicum related activities at the practicum site and can provide verification of such coverage. This is collected at the time of registering for a practicum class. Agencies/organizations shall maintain adequate general liability and professional liability insurance. Students have the option to purchase additional coverage at their own expense through the National Association of Social Workers Insurance Trust (800/638-8799 ext. 387) or another insurance carrier.

Lobbying Activities

Students who engage in formal lobbying activities as a part of the practicum experience should discuss with the practicum agency and his/her field liaison the issue of registering as a lobbyist with the appropriate governmental entity. If the student and field instructor determine that registration is appropriate, the student must register as a lobbyist with the practicum agency (not the University). It is the responsibility of the student and the agency to comply with all laws and regulations relevant to lobbying.

Mandated Reporting

As developing social work professionals, our expectation is that students adhere to the NASW Code of Ethics and report incidents of suspected neglect or abuse. We highly recommend students discuss these situations with their field instructors to gain full appreciation and knowledge of the reporting process. It is also recommended that students familiarize themselves with individual State Laws (where they are completing practicum and/or where they intend to practice after graduation) that determine who is a mandated reporter: http://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm and http://www.ncea.aoa.gov/Main_Site/Find_Help/APS/Analysis_State_Laws.aspx.

Safety and Security of Student in Practicum

Safety of students in the field is a priority for the Field Education Office. While we do not wish students to be protected from the realities of professional practice, immersing students in the realities of practice can also expose them to safety and security risks. The Field Education Office and practicum sites must partner to reduce risks to students in practicum. Many practicum students have safety and security concerns as they enter the field practicum. If not addressed, concerns about personal safety can significantly impact learning opportunities in the practicum. Field instructors and practicum sites, when applicable, should do the following regarding safety:

- Discuss safety and security matters with students at the placement interview or at the beginning of the practicum. Information about the incidence of or possibility for violence while engaging in practicum activities should be communicated to the student.
- Explain and enforce agency safety protocols with students, including building and office security, emergency procedures, management of violent clients and home visit safety procedures. (NOTE: students are expected to follow agency rules regarding the necessity of home visits and home visit protocol.)
- Provide a tour of the surrounding neighborhood or areas in which the student may work and address concerns students may have regarding work in the community.

- Allow students to observe staff engaged in the work for which the student is preparing.
- Allow students to be observed while engaged in learning activities.
- Link students with agency-provided security resources (i.e., safety training, cellular telephones, beepers). The following types of activities warrant special concern and, therefore, should be discussed with the Field Education Office and the student prior to the assignment:
 - Physical restraint of clients
 - Transportation of clients in the student's private vehicle
 - Transportation of a client with a history of violent behavior
 - Treatment of a client with a history of violence toward the staff
 - Work in the agency at times when or in areas where other staff is not present

Any incident or injury involving the student should be reported to the University as soon as possible.

Harassment

Harassment is a form of discrimination that violates the policy of Greenville University.

Sharing Sensitive Information

The Field Education Office will share all relevant information with appropriate persons including the faculty liaison, the agency field instructor, the student's academic advisor and social work program director for the student. Relevant information is defined as information that may have an impact on the practicum site selection, placement or implementation process and that may affect clients, agency field instructors, staff or the learning experience. Such information will be shared to enable informed choice by field instructors, protect clients, protect students and facilitate the learning process. Agency field instructors are also expected to share relevant information with the Field Education Office. The student may be required to sign a release of information form for some types of information.

Field Instructors Orientation and Training

The program provides training and orientation for new and returning Field Instructors online. The content of this orientation includes:

1. Program policies and procedures.
2. The development and use of the Goals and Learning Performance document (GALP.)
3. Student evaluations as tools to guide students to address professional values, ethics, competencies, and practice behaviors.
4. Development of effective field setting orientations for students that include supervision, safety, confidentiality, cultural competency, and the mission and purpose of field education

Continuing dialog with field education setting and field instructors

The program facilitates a continuing dialog with field education settings and Field Instructors:

1. The Director of Field Education makes one site visit with each Field Instructors/field setting and student over the course of each semester.
2. Contacts are made to review the student's performance, Goal and Learning plan, and discuss any challenges to the student's successful completion.
3. The Field Advisory Board (FAB) meets up to two times per year to facilitate a dialog between the office of field education and Field Instructors /field agencies. Topics involve field policies, procedures, issues and suggestions relevant to the program.

When the student practicum is outside of travel range, we communicate with the Field Instructors via phone calls and email. All Field Instructors have the email address and cell phone number of the Director of Field Education and are encouraged to contact our office with any questions or concerns.

Site Selection

Policy statement on Selecting Field settings: Field settings for students are chosen with the following criteria:

1. The overall learning experience provided for the student includes a commitment to service compatible with the values, ethics, and practices of the social work profession.
2. The student will be in a practice setting that enhances his/her understanding of practice within the social work domain.
3. The field setting will provide a real “learning” or “educational” experience for the student rather than a work or observation experience.
4. The student will be provided with the opportunity to gain practice experience with either individuals, families, groups, organizations, institutions, or communities.
5. The student will be provided with the opportunity to gain a breadth of practice experiences with persons from such diverse groups including but not limited to groups distinguished by race, ethnicity, class, culture, gender, sexual
6. The field setting will provide a real “learning” or “educational” experience for the student rather than a work or observation experience orientation, religion, mental and physical ability, age, and national origin.
7. The field setting shall adhere to a policy of non-discrimination, based on race, ethnicity, class, culture, gender, sexual orientation, religion, mental and physical ability, age, and national origin.
8. The field setting will provide appropriate supervision for all BSW student activities including the screening and selection of assignments geared to a beginning level student and regular ongoing feedback. Supervisors must hold a BSW or MSW from a CSWE accredited school and have two years of experience

Process for placing and monitoring students

The semester preceding the field semester, the student begins the field placement process.

1. The student completes documents for Practicum including:
 - a. Resume
 - b. Letters of Reference
2. The student schedules an appointment and meets with the Director of Field Education to discuss expectations of the field placement and the process involved.
3. The student reviews list of available approved placements.
4. The student schedules interviews with Field Instructors at potential sites. Discusses mutual job expectations and student learning objectives.
5. Decision by student and Field Instructor to proceed with placement. Notify Director of Field Education prior to semester start and provide assigned field instructor contact information. Director of Field Education will confirm that the site meets all required criteria. The student completes background check and other required field setting paperwork.
6. Begin placement no later than the first week of semester. Draft Goals and Learning Agreement, field setting orientation, work schedule, and supervision meeting time.
7. Complete Goals and Learning agreement by week 2.
8. The student arrange field-setting visit for Field Instructor and Director of Field Education to meet on site (or phone meeting if necessary due to distance or scheduling conflict) within first month of practicum. (flow chart)

Maintaining field liaison contacts with field education settings

Field liaisons make a visit with students and Field Instructors to monitor and assess the field experience. Additionally field liaisons are responsible for assessing the learning environment provided for the students within the field setting, and how it supports student achievement of competency-based learning requirements.

Evaluating student learning

When Field Instructors work with the students to establish the Goals and Learning Plan at the beginning of the practicum, it prepares both the instructor and the student to focus on practice areas and skill building that will be evaluated at midterm and the end of the semester. All involved are clear on what will be covered and what is expected of the student. The Goals and Learning Plan acts as an agreement between the Field Instructor and the student as to what will be required of the student and how they will be evaluated. Both the Goals and Learning Plan and the BSW Evaluation are centered on the 10 Core Competencies put forth by the CSWE.

1. The Director of Field Education visits sites and meets with students and their Field Instructor toward the beginning of the semester to discuss the Goals and Learning Plan and answer any questions the student or Field Instructor may have.
2. Throughout the semester, practicum students write a weekly journal, which is turned in through D2L Drop box, reflecting upon the experiences they find both satisfying and challenging. The Director of Field Education may comment on the journal entries and keep an ongoing conversation about the student practicum experience.
3. The Director of Field Education maintains contact with each Field Instructor via email and/or telephone regarding the student's performance in practicum and the BSW Evaluation Form they will be completing at midterm and the end of the placement.

Although we attempt to place students in field settings that interest the students, we also encourage students to do at least one of the field experiences at a site that presents opportunities in an area outside of their interest in order to expose the student to varying practicum experiences that will challenge them and build social work skills.

Field setting effectiveness

The Director of Field Education has the responsibility for ongoing evaluation of the field site and Field Instructor with whom students are working in a given semester.

The Director of Field Education monitors the quality of the field setting by:

- a. Utilizing interaction with the field setting/Field Instructors through email, phone calls, and skype sessions.
- b. Visiting agencies on-site (when feasible)
- c. Training of Field Instructors to use the evaluation instrument to clarify how well program competencies have been mastered and students have acquired learning.
- d. Field Instructor evaluation of the student's learning and performance.
- e. Student evaluation of the practicum setting.

Supervision and Evaluation Guidelines

The field education program is directed by standards of excellence in the selection of our Field Instructors.

Supervisor Requirements – All Field Instructors must hold a BSW or MSW, preferably with a LCSW in good standing for clinical practice placements. The following guidelines are designed to assist students and Field Instructors in maximizing the practicum experience. The way these functions are carried out will differ from setting to setting. Students are primarily in need of transferable social work skills usable in a variety of service systems.

1. **Orientation and Introductions** - Formal or informal orientations should include an introduction to:

- Setting – physical facilities, parking, schedule, personnel, dress code, etc.
- Policies and procedures – documentation, service delivery, reimbursement, communications, etc.
- Field setting and community resources
- Introductions to staff, volunteers, professionals and support staff. While orientation usually takes place most intensively during the first one or two weeks of placement, some types of orientation can be spread out over the semester, such as sessions on the nature of specific presenting problems, background on pertinent client issues and other programs with which the student is not intimately involved.

2. **Regularly scheduled, private supervisory conferences for one hour per week** – Individual supervision sessions should be carried out as regularly scheduled sessions. Some flexibility to change the time is, at times, necessary; however, it is helpful to have a prearranged time to which the student and field instructor can be held accountable.

- **Supervision available as needed** – Frequent, unprompted supervision during the initial phases of the field placement is especially critical to the success of field education for practicum students. If the Field Instructor is not personally available; someone else can be designated to answer questions that should be answered immediately.
- **Clear supervision and work expectations** – Students, Field Instructors and agencies benefit from clear supervision and work expectations. While some Field Instructors expect students to prepare for and bring an agenda to the supervision session, others prefer to structure the time for the student. The expectations for the quality of work vary widely among field instructors as well. Practicum students will benefit from clear expectations communicated at the beginning of their practicum and then restated if and when expectations change. The use of the Goals and Learning Plan is beneficial early in the interviewing process.
- **Immersion into work as early as possible in the placement** - The student should move from reading about the field setting and observing others to actually practicing social work as quickly as possible. For example, assigning a piece of a larger assignment that can be completed along with another staff member is a helpful beginning experience for the student.
- **Exposure to relevant and varied learning experiences** – The learning objectives for a student's practicum are clarified in the Goals and Learning Plan. However, all students benefit from both breadth and depth of learning experiences. Students should be engaged in work activities in agreement with professional social work and should not be involved in work

unrelated to the practicum learning objectives. For example, students should not be primarily filing or engaged in other clerical duties that are unrelated to their learning objectives.

- **Documentation** - The student should be responsible for some recording in official site records and utilize computers, when possible. The content, style and frequency will vary with each setting. Students benefit from this exposure, as documentation is required in virtually all areas of social work practice.
- **Feedback** –Evaluation feedback to the student should report positive attributes along with areas in which further growth may be needed. Students will benefit from prompt, balanced comments as well as continuous verbal and written feedback throughout the practicum. Field Instructors are encouraged to use a variety of strategies for evaluation, which may include direct observation, written materials, process recording, audio/video recording, and third party reports.
- **Coordination and evaluation** - The student and Field Instructor should be involved in the Goals and Learning Plan and the BSW Practicum Evaluation processes from the beginning of the relationship between the student and Field Instructor. The student and Field Instructor should save and keep a copy of the Goals and Learning Plan and BSW Practicum Evaluation for their records. The student should also receive a copy of any other written performance evaluations that may be completed by the field setting.

Evaluative feedback should be discussed with the student to ensure clarification and mutual agreement.

- **Relevant reading** – Time may be allotted during field practicum for reading materials relevant to work in the field setting (individual case issues, group or community issues, legislative or legal issues relating to clients, etc.) The Field Instructor may need to direct the student to specific sources of materials, such as journal articles, reporting law, or literature in the field setting.
- **Community events** – Students are encouraged to attend workshops and special events in the community related to field practicum as a part of their field education experience. This should be negotiated between the student and the field setting and may be included as practicum hours.

Dealing with problem behavior or performance issues of the student – When and if behavior and/or performance problems interfere with practicum activities/duties, Field Instructors are advised to take the following steps:

1. Gather and document relevant information.
2. Present this information to the student as soon as possible. Provide the student with suggestions that may improve the student’s professional performance.
3. Allow the student enough time to make attempts to correct the problem or situation. Provide candid, sincere, and balanced feedback to the student regarding the progress being made to change and improve.
4. Document the persistence of problems and indicate in writing to the student that the continuation of the behavior or performance problem is still a concern.
5. Document the consequences that could or will result if the correction is not made.

6. Contact the Director of Field Education and send a copy of the documentation as well. Students and Field Instructors are encouraged to keep communications open and ongoing with the Director of Field Education throughout the practicum.

Typically, the Director of Field Education will not initiate a discussion with the Field Instructor about a problem until the student has first discussed the issue with the Field Instructor and feels the problem is still unresolved.

In the event that a Field Instructor cannot continue/complete the supervision and the field setting is unable to provide a qualified supervisor, the following solutions are available (listed in priority order):

1. A qualified and approved social work supervisor who is either on the board of the field setting, connected with the field setting in some other way, or in practice somewhere else in the community may volunteer the time necessary for supervision.
2. Supervision by a qualified and approved supervisor from Greenville University staff.
3. Supervision by a qualified and approved faculty member of the School of Social work from Greenville University.

The appointed Field Instructor will work with a task instructor who is onsite and can oversee the day-to-day work of the student. The Field Instructors and task instructor work closely together in the matter of assignments, field setting policy and other matters that would impact the student's achievement of the course objectives. The appointed Field Instructors will continue to meet with the student for weekly supervision and refer to the Goal and Learning Plan that was established and approved at the beginning of the Practicum.

Other Policies

Greenville University has stated policies related to Academic Integrity, Academic Probation and Dismissal, and Grievance and Appeal procedures. For details, please contact the appropriate field education administrator.

The Social Work Program information regarding appeal procedures for the Social Work Program are found in the Social Work Student Handbook.

Resources

The Social Work Program offers resources to field instructors in a wide variety of areas. If you should need a resource not listed, please contact the social work field education office.

Documentation of Field Instruction

Upon request, a letter can be issued from the Field Education Office certifying services rendered as a field instructor for a specific time period. Additionally, field instructors may receive a certificate that

attests to the field instruction provided to the student at the end of the semester that may be used for continuing education requirements for social work licensure.

Practicum Forms

Necessary practicum forms for students and field instructors are available online at _____

Social Work Code of Ethics

The National Association for Social Workers (NASW) *Code of Ethics* is available from the NASW website located at: <http://www.naswdc.org/>

Social Work Educational Policy and Accreditation Standards

The Council of Social Work Education's (CSWE) Educational Policy and Accreditation Standards for undergraduate social work programs are available from their web site at: <http://www.cswe.org/>

APPENDICES

You will find the forms needed for your field practicum below. Please be sure to check and see when you will need to fill out each as you journey through your field education experience and hand in on the due date for your class.

A. Goals and Learning Plan – To be utilized during the initial interview and subsequent meetings between the student and field instructor to work out the ways in which the instructor will assign work and teach practice skills and the student will take responsibility for learning, seeking out the help of the field instructor, and use productive guidance throughout the field practice experience.....	27
B. BSW Practicum Evaluation Form – To be completed at the midpoint of the practicum and at the completion of the practicum semester by the field instructor and reviewed by the field instructor with the student.	32
C. Organization Information Sheet – To be completed by field education sites and Field Advisory Board members.....	42
D. Affiliation Agreement Form – To be completed by practicum site and Greenville University to establish practicum site agreement to provide field education to social work students.....	43
E. Field Education Instructor Information – Form to be completed by the field instructor establishing the competency of the instructor to plan and implement field instruction for social work practicum students.....	49
F. Social Work Appeal Procedure.....	50
G. Practicum Confirmation Form	51

APPENDIX A

**GREENVILLE UNIVERSITY
SOCIAL WORK
FIELD EDUCATION OFFICE**

GOALS AND LEARNING PLAN

The student practicum internship learning goals and plan is designed to specifically outline learning goals and tasks that will assist the student with fieldwork practice. The intern and the field instructor complete this form as part of the supervision process. This document should be completed and submitted within the first 30 days (or 60 hours) of the field placement.

Instructions: Students, please complete and submit this form with your Field Instructor and submit to the Field Education Director, Carrie Ackerman, MSW, LCSW

Student Name:	Student ID:
Please Circle Level: BSW/1 st Level BSW/2 nd Level	
Field Site:	

Field Instructor(s) Name, Phone, E-mail:	
Start Date:	Anticipated End Date:

Schedule:	Estimated Hours/Week:
Day of Week/Time of Supervision:	

Please confirm both student and Field Instructor have discussed the safety policies and procedures and emergency plan of the agency.

Yes

Please confirm that the student and Field Instructor are familiar with the Field Education Manual and policies therein.

Yes

Please make sure each of the following individuals keeps a copy of this document:

- Field Instructor
- Student
- Field Education Director – Students are responsible for sending the agreement to the Field Education Director.

OVERVIEW

The Council of Social Work Education has introduced ten competencies for students to work towards in their field placement experience. We have incorporated these competencies within a broader framework composed of six concepts. Please explain how you and your agency will address these areas in the Goals and Learning Plan/Practicum Contract. We recognize that each site provides various learning opportunities and therefore supervisors can tailor their answers as needed to reflect their agency's unique mission and goals. The 10 Competencies include:

1. Professionalism
2. Values and Ethics
3. Critical Thinking
4. Diversity
5. Social and Economical Justice
6. Research Informed Practice
7. Human Behavior and Social Environment
8. Policy
9. Shaping Practice
10. Engagement, Assessment, Intervention, Evaluation

1. PROFESSIONALISM (REFERS TO COMPETENCY 1)

How will the student engage in professional growth?

- Team meeting with case review
- In-service trainings
- Workshops
- Outside readings
- Other _____

How will student be oriented to the site and what kinds of trainings will the student be exposed to?

How will student be held accountable for professional behavior including punctuality, time management, documentation, adherence to deadlines, and recognizing the limits and boundaries of their professional role?

How will student learn to embody the core values of social work at this site?

2. ETHICS (REFERS TO COMPETENCY 2)

How will student differentiate between personal and professional values in practice?

- Supervisor consultation
- Self Reflection
- Other _____

How will student demonstrate knowledge of social work values and ethics?

- Student will be familiar with and abide by the NASW Code of Ethics
- Student will recognize potential legal and ethical issues in practice
- Student will seek consultation on ethical issues
- Other _____

How will supervisor help student to identify and manage ethical questions?

3. POLICY/RESEARCH (REFERS TO COMPETENCIES 6 & 8)

How will the student learn about policy and research?

- Community meetings
- In-service trainings
- Discuss theory, policy and practice in supervision
- Other _____

How will the agency guide the student with understanding policy as it relates to the population served?

How will the agency guide the student with understanding evidence-based and evidenced- informed research as it relates to the population served?

4. CRITICAL THINKING AND THE USE OF SUPERVISION (REFERS TO COMPETENCIES 3 & 7)

Please have a discussion about the importance of supervision and discuss the ways that it provides value to the learning experience during the course of fieldwork.

In what ways will the student practice self-reflection and self-correction?

- Supervision
- Process recording
- Video taping/Audio taping
- Role playing
- Other _____

How will *weekly supervision* be used?

- Discussion of professional roles and boundaries
- Review of cases
- Connect theory to practice
- Other _____

Please describe the supervisor's theoretical approach and structure to supervision

Please describe how student will make use of supervision (e.g. how can they come prepared?)

5. DIVERSITY AND SOCIAL & ECONOMICAL JUSTICE (REFERS TO COMPETENCIES 4, 5 & 7)

How will student advocate for client access to services?

- Assessment Interviews
- Individual Counseling
- Case management
- Group counseling
- Family Counseling
- Home visits
- Resource and Referral
- Other_____

How will student recognize ways in which both s/he are advantaged and disadvantaged?

- Process Recordings
- Working with diverse clients
- Discussions in supervision
- Other_____

How will student recognize and express personal biases/ values in working with diverse groups?

How will the student learn about the structures that impact discrimination and privilege?

6. PRACTICE & ENGAGEMENT, ASSESSMENT, INTERVENTION, EVALUATION (REFERS TO COMPETENCIES 9 & 10)

What kind of client interactions will student have?

What is the expected time frame of when students will have direct contact with clients?

How will student learn to engage with and assess a client?

How will student learn about intervention strategies and the evaluation of their effectiveness?

SUPERVISOR'S SIGNATURE

DATE

STUDENT'S SIGNATURE

DATE

APPENDIX B

**GREENVILLE UNIVERSITY
SCHOOL OF SOCIAL WORK
FIELD WORK OFFICE**

BSW PRACTICUM EVALUATION FORM

Please check one:

- Mid-term evaluation BSW (SCWK 405)
- Final evaluation BSW (SCWK 405)

Date: _____

Student: _____ Student ID: _____

Start Date: _____ End Date: _____

Placement Site: _____

Field Instructor: _____ Field Liaison: _____

Cumulative Hours: _____
(student needs to complete 200 hours total)

Total Clients: _____

Recommended Grade: _____
(letter grade for BSW)

Please refer to the Goals and Learning Plan (GALP). Use the following criteria to rate the student.

You will find bulleted qualifiers under each of the ten competencies. Please note that the bullets listed are suggestions to highlight the behavior of your student. Keep in mind that the rating should reflect the student's progress *at this point* in the overall internship. If the student's internship experience does not include tasks or activities related to the competency circle NA. Please complete the questions at the end of the evaluation. No further write-up is necessary. After you and the student have reviewed the evaluation, sign it and submit it to the field office:

Rating Scale Criteria

0	Demonstrates no competency in this area
1	Demonstrates minimal competency, little knowledge or skill, limited evidence of growth or change, rarely demonstrates progress on tasks and behaviors, and takes little initiative for learning.
2	Developing competence with assistance, with some coaching or prompting demonstrates some skill, marginal competency working towards improvement, beginning level of skill development, needs continued practice and assistance, progress on tasks and behaviors is inconsistent, inconsistently takes initiative for learning.
3	Emerging competency, demonstrates the ability to independently apply skills in simple situations, moderate competency, demonstrating ongoing progress, adequate performance just needs more practice, takes initiative for learning.
4	Demonstrates the competency to begin independent social work practice, demonstrates the ability to apply skills in complex situations, consistent growth and change, demonstrates the ability to complete assigned tasks and activities, takes full responsibility for learning
NA	Does not relate to the student's internship experience or not sufficient experience to evaluate skill level.

**COMPETENCY #1
PROFESSIONALISM**

Identify with the social work profession, its mission and core values, and conduct oneself accordingly
Student demonstrates the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
A. Practice self-reflection and self-correction <ul style="list-style-type: none"> • Practice self-reflection within their field practice with clients through process recordings, supervision and consultation • Identify strengths and areas of growth • Integrate feedback from supervision 						
B. Advocate for client access to services <ul style="list-style-type: none"> • Demonstrate knowledge of advocacy roles, methods and skill within diverse client backgrounds and systems at the field site • Identify client's needs • Identify barriers prohibiting access to service • Work within the agency to address issues related to service 						
C. Attend to professional roles and boundaries <ul style="list-style-type: none"> • Articulate, clarify and maintain boundaries within appropriate social work roles • Demonstrate and understand the social worker role in current practice • Ability to distinguish the roles of various practitioners in the field setting 						
D. Use supervision and consultation as needed <ul style="list-style-type: none"> • Demonstrate and understand the role and value of social work supervision and consultation • Seek out supervision and consultation when crises and ethical dilemmas arise. • Is prompt and prepared for supervision 						
E. Engage in life-long learning & professional growth <ul style="list-style-type: none"> • Recognize the value of on-going education and training as essential for good practice • Attend workshops or trainings • Read suggested reading 						

**COMPETENCY #2
VALUES AND ETHICS**

Define and apply social work ethical principles to guide professional practice in this setting
Students will demonstrate the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
A. Make ethical decisions by applying standards of the NASW Code of Ethics <ul style="list-style-type: none"> • Understand state, national and other codes of ethics relevant to practice in social work and within specialty areas • Analyze and apply the values of the profession and NASW Code of Ethics in context of federal and state laws • Set up supervisory consultation when there is a conflict with or question about appropriate action 						

<p>B. Differentiate between personal and professional values in practice situations and apply the Codes of Ethics</p> <ul style="list-style-type: none"> • Identify personal values that might impact practice • Understand the difference between professional and personal values 						
<p>C. Tolerate ambiguity and cultural differences in resolving ethical conflicts</p> <ul style="list-style-type: none"> • Distinguish alternative courses of action and make choice • Identify the influence of culture on behavior and discuss during supervision • Explore conflicts from a cultural perspective 						
<p>D. Apply ethical reasoning to arrive at principled decisions</p> <ul style="list-style-type: none"> • Identify options when addressing ethical dilemmas • Employ a reasoned, critical approach to ethical decision making • Use supervision to process options for resolution 						

**COMPETENCY #3
CRITICAL THINKING**

Apply critical thinking to inform and communicate professional judgments

Student demonstrates the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
<p>A. Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and evidence informed practice wisdom</p> <ul style="list-style-type: none"> • Appraise the impact of various models on diverse client systems, including consideration of the differential impact and effect of these models on oppressed or vulnerable client populations. • Research literature related to issue/area of interest 						
<p>B. Analyze models of assessment, prevention, intervention and evaluation</p> <ul style="list-style-type: none"> • Evaluate strengths and weaknesses of knowledge sources and make informed decisions • Research various models of assessment, prevention, interventions and evaluation • Read the information on the various models • Discuss the best model to address issue 						
<p>C. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</p> <ul style="list-style-type: none"> • Formulate oral and written communication that is effective and concise • Document according to the internship policies and procedures • Integrate feedback received from supervisor(s) • Complete two process recordings per semester 						

D. Use various methods of technology to search for information, critically interpret evidence, and communicate with others						
<ul style="list-style-type: none"> • Select processes involved in defining, gathering, evaluating and applying knowledge from various sources • Share research based and evidence informed practice 						

**COMPETENCY #4
DIVERSITY**

Engage diversity and difference in practice
Student demonstrates the ability to:

A. Exhibit an appreciation for both differences and similarities within social contexts	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
<ul style="list-style-type: none"> • Evaluate one’s assumptive worldviews of self and others • Read evidence-based / evidenced informed information about diverse groups • Read and integrate literature on effective interventions for diverse groups as appropriate 						
B. Recognize the ways in which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power <ul style="list-style-type: none"> • Analyze the impact of institutional structures that perpetuate inequality, oppression, discrimination and privilege • Make use of the community advocacy groups to assist oppressed and discriminated populations • Discuss with supervisor the forms of oppression and discrimination in the community • Use self as a social change agent 						
C. Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse group <ul style="list-style-type: none"> • Design culturally competent practice with diverse client systems • Assess one’s self-awareness of stereotypes, biases and prejudices and identify how that impacts communication with culturally diverse communities • Use behaviors that reflect respect for diversity 						
D. Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences <ul style="list-style-type: none"> • Explore how client experiences their identity • Acknowledge and accept the client’s perspective 						
E. View themselves as learners and engage those with whom they work as informants <ul style="list-style-type: none"> • Appraise one’s abilities as a learner and examine the ability to learn from clients, organizations and communities • View the client as a teacher • Begin where the client “is” 						

COMPETENCY #5
SOCIAL AND ECONOMIC JUSTICE

Advance local and international human rights and social and economic justice

Student demonstrates the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
<p>A. Understand the forms and mechanisms of oppression and discrimination</p> <ul style="list-style-type: none"> • Select appropriate social justice and human rights considerations in social work practice • Be familiar with the many ways that a community is defined • Discuss community interventions with field instructor to address oppression and discrimination • Be familiar with international human rights issues 						
<p>B. Advocate for human rights and social and economic justice</p> <ul style="list-style-type: none"> • Propose collective action and political advocacy to promote social change • Identify areas of limited resources and advocate on behalf of clients for needed services • Manage organizational and community change in response to local level service gaps 						
<p>C. Engage in practices that advance social and economic justice</p> <ul style="list-style-type: none"> • Choose ethically sound practice skills in furthering social justice and human rights • Identify inequalities within various populations • Attend community forums that address inequalities 						

COMPETENCY #6
RESEARCH INFORMED PRACTICE

Engage in research-informed practice and practice-informed research.

Student demonstrates the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
<p>A. Use research evidence and other disciplines to inform practice</p> <ul style="list-style-type: none"> • Recognize how research findings can be applied to the process of practice with diverse client systems in various contexts • Research literature on effective interventions • Apply evidence informed interventions to address client’s issue • Comprehend the difference between qualitative and quantitative research 						
<p>B. Use practice experience to inform scientific inquiry</p> <ul style="list-style-type: none"> • Identify how practice context influences methodological choices in research design. • Distinguish how client systems, particularly vulnerable client systems, are impacted by the use of various research methodologies 						
<p>C. Understand the process of evidence-informed practice</p> <ul style="list-style-type: none"> • Understand how practice shapes evidence-informed research questions 						
<p>D. Demonstrate basic understanding of research design, methods, and statistics</p> <ul style="list-style-type: none"> • Observe how data analysis shapes/informs practice with client systems, service delivery and policy development 						

COMPETENCY #7
HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT (HBSE)

Apply knowledge of human behavior and the social environment

Student demonstrates the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
<p>A. Integrate conceptual frameworks from HBSE to guide the process of assessment, intervention and evaluation</p> <ul style="list-style-type: none"> • Identify human behavior across the lifespan and know about the range of social systems • Critically appraise the utility or limitations of conceptual frameworks as they are applied to practice • Select conceptual frameworks that best fit the practice situations of diverse client systems • Apply information from human behavior and the social environment with consideration for social justice • Apply theories and knowledge about biological, social, cultural, psychological and spiritual variables to client interactions 						

<p>B. Critique and apply knowledge to understand the reciprocal interactions between people and their environments</p> <ul style="list-style-type: none"> • Critically evaluate and articulate the applicability of HBSE knowledge to practice situations and diverse client systems • Use supervision to discuss how the reciprocal interaction between people and their environment impacts the client population 						
--	--	--	--	--	--	--

**COMPETENCY #8
POLICY**

Engage in policy practice to address social and economic well-being and to deliver effective social work services

Student demonstrates the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
<p>A. Analyze, formulate and advocate for policies that advance social well-being</p> <ul style="list-style-type: none"> • Recognize the impact of relevant policies on the social and economic well-being of the target population at field site • Identify gaps in current policies that impact clients • Apply advocacy skills to advance policies initiatives for the target population 						
<p>B. Collaborate with colleagues, clients, administrators, policy makers and legislators for effective policy implementation and action</p> <ul style="list-style-type: none"> • Recognize how client-based analysis and assessment impact policy. • Demonstrate collaborative advocacy skills and tactics to advance service delivery • Demonstrate an ability to effectively engage stakeholders in the advancement of effective policy action • Attend meetings that address policy issues that impact agency services • Participate on committees that address policy issues 						

**COMPETENCY #9
SHAPING PRACTICE**

Respond to contexts that shape practice

Student demonstrates the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
<p>A. Continuously discover, appraise, and learn about populations, scientific and technological developments, and emerging social trends to provide relevant social services</p> <ul style="list-style-type: none"> • Recognize the contextual and dynamic nature of knowledge, values, technology, and skills in practice • Stay informed about current literature on social work practice • Is proactive and responsive to the changing needs of the environment • Is open to the use of contemporary technologies to enhance the effectiveness of professional responses • Join and participate in professional organizations 						

<p>B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p> <ul style="list-style-type: none"> • Recognize situations that require leadership to improve the quality and continuity of needed social services • Understand the strategies to affect improvements in social services • Demonstrate an ability to assess and promote sustainable quality services • Understand and develop the elements of effective leadership 						
---	--	--	--	--	--	--

**COMPETENCY #10
ENGAGE, ASSESS, INTERVENE AND EVALUATE**

Engagement

Students will demonstrate the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
<p>A. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</p> <ul style="list-style-type: none"> • Learn how agency’s “clientele” are referred for services • Identify strengths and weaknesses for intervention 						
<p>B. Use empathy and other interpersonal skills</p> <ul style="list-style-type: none"> • Demonstrate the use of basic social work skills 						
<p>C. Develop a mutually agreed-on focus of work and desired outcomes</p> <ul style="list-style-type: none"> • Formulate with the client treatment objectives • Write treatment goals and review with client 						

Assessment

Students will demonstrate the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
<p>A. Collect, organize, and interpret client data</p> <ul style="list-style-type: none"> • Use interview skills to gather data • Obtain necessary documents to gather information from collaterals • Interpret oral communication and body language 						
<p>B. Assess client strengths and limitations</p> <ul style="list-style-type: none"> • Identify strengths and limitations • Maintain focus on relevant information • Complete a written assessment 						
<p>C. Develop mutually agreed-on intervention goals and objectives</p> <ul style="list-style-type: none"> • Discuss with client appropriate interventions to address identified issues 						
<p>D. Select appropriate evidence informed intervention strategies</p> <ul style="list-style-type: none"> • Use case consultation to identify evidence informed intervention • Review literature related to identified issues 						

Intervention

Students will demonstrate the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
A. Initiate actions to achieve organizational goals <ul style="list-style-type: none"> Plan a strategy for an intervention ground in evidence-informed practice Refer client to appropriate community resources 						
B. Implement prevention interventions that enhance client capabilities <ul style="list-style-type: none"> Identify areas of prevention that will assist client Identify prevention resources appropriate to address client need Refer client to identified resources 						
C. Help clients resolve problems <ul style="list-style-type: none"> Learn to “begin where the client is Develop therapeutic relationship 						
D. Negotiate, mediate, and advocate for clients <ul style="list-style-type: none"> When appropriate advocate on behalf of the client Use negotiation and mediation skills when advocating for client 						
E. Facilitate transitions and endings <ul style="list-style-type: none"> Use flexibility with intervention as situations change 						

Evaluation

Students will demonstrate the ability to:

	None 0	Minimal 1	Developing 2	Emerging 3	Complete 4	N/A 5
A. Critically analyze, monitor and evaluate social work interventions <ul style="list-style-type: none"> Identify successful interventions Identify appropriate progress indicators Monitor and record measurable change Involve clients in progress reviews 						

ADDITIONAL COMMENTS

1. Identify the methods used to evaluate the student’s performance (example: process recording, observation, etc.)
2. Identify the student’s strengths
3. Identify the area(s) where the student needs improvement.

4. What is the plan to address the area(s) needed for improvement?

5. Summarize the student's performance, overall, as it relates to these competencies.

SUPERVISOR'S SIGNATURE

DATE

STUDENT'S SIGNATURE

DATE

Please make sure that the:

- Supervisor keeps a copy.
- Student keeps a copy.
- Student submits copy to the Greenville University Social Work Field Education office, (Lower Level of Library, Room 109) in person or mail to Carrie Ackerman, MSW, LCSW 315 E. College Avenue, Greenville, IL 62246.
- Student submits time logs with evaluation signed by supervisor.

APPENDIX C

Organizational Information Sheet

Name of Agency/Organization: _____

Address: _____

Phone Numbers:

Email Address:

Population Served:

Goals of Organization:

Structure of Organization:

Administration:

Administrative Staff: _____

Clinical Staff – LCSW:

Clinical Staff – LCPC:

Interest in Practicum Students and number per semester:

Fall _____ **Spring** _____ **Summer** _____ **January Interim** _____

APPENDIX D

AFFILIATION AGREEMENT

THIS AGREEMENT (the “Agreement”) is made and entered into on this _____ day of _____, 2017, by and between Greenville University, located at 315 E. College Ave., Greenville, IL 62246 and _____, located at _____ (“Field Site”).

WHEREAS, Greenville University offers undergraduate and graduate programs in the field of Social Work (the “Programs”) and seeks to partner with field sites for the educational field experience for the students enrolled in any one of the following Programs (the “Students”).

WHEREAS, field experience shall include the Field Site’s student education program conducted at the Field Site (“Field Experience Program”)

WHEREAS, the field site is willing to make available its educational and professional resources to such Students; and

WHEREAS, Greenville University and the Field Site mutually desire to contribute to the education and professional growth of the Greenville University Student.

NOW, THEREFORE, in consideration of the mutual promises and covenants hereinafter set forth it is understood and agreed upon by the parties hereto, as follows:

I. TERMS AND TERMINATION

This agreement shall commence on _____ and shall continue for a period of one (1) year (the “Initial Term”). Upon expiration of the Initial Term of this Agreement, this Agreement and the Term shall renew for successive one (1)-year periods (each a “Renewal Term”). Notwithstanding the foregoing, either party may terminate this Agreement for any reason or no reason, upon thirty (30) calendar days’ prior written notice to the other party. In the event of termination before any participating Student(s) has completed the then-current term, such Student(s) shall be permitted to complete the then-current term subject to the applicable terms of this Agreement, which shall survive until the date of such completion.

II. GREENVILLE UNIVERSITY RESPONSIBILITIES

A. Greenville University shall be responsible for the assignment of Students to the Field Site. Greenville University agrees to refer to the Field Site only those Students who have completed the required prerequisite course of study as determined by Greenville University.

B. Greenville University shall provide a Field Education Coordinator (the “Field Education Coordinator”) who will act as a liaison between Greenville University and the Field Site. The Field Education Coordinator will be responsible to maintaining communication with the Field Site including, but not limited to:

- (1) Confirming any contact information for Student to the Field Site Program Coordinator, as defined below, prior to the Student assignment; and
- (2) Supplying the Field Site with information regarding the Student’s current level of academic preparation as may be required by the Field Site.

C. Greenville University shall provide a Greenville University Instructor who will serve as the academic course instructor and clinical field experience instructor for the educational experience. The Instructor will have responsibilities including, but not limited to:

- (1) Communication with the Preceptor relating to the Student’s clinical educational experience at the field site;
- (2) Evaluating student academic and clinic work relating to the clinical educational experience at the field site.

D. Greenville University shall provide the Field Site with information regarding the particular requirements relating to Field Experience Programs including hours and supervision requirements.

E. Greenville University maintains professional liability insurance with a single limit of no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate and general liability insurance with a single limit of no less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) annual aggregate with umbrella liability coverage in amounts no less than One Million Dollars (\$1,000,000). Such insurance policies shall provide additional coverage to Greenville Universities students. Greenville University shall provide the Field Site with proof of coverage upon request.

III. FIELD SITE RESPONSIBILITIES

A. When available, the Field Site shall assign a staff member to serve as coordinator for the Field Experience Program at the Field Site (the “Field Site Program Coordinator”). The Field Site Program Coordinator shall be responsible for:

- (1) Planning and coordinating the educational arrangements between the Field Site, the Student and Greenville University;
- (2) Serving as a liaison between the Field Site and Greenville University; and
- (3) Developing and administering an orientation program for Student which will familiarize the Student with the Field Site and all applicable policies and procedures.

B. The Field Site shall assign a qualified staff member having the appropriate and required credentials to serve as the clinical preceptor (the “Preceptor”) for each Student. The Field Site shall provide planned and regularly scheduled opportunities for educational supervision and consultation by the Preceptor. The Program requires supervision specifically by the Preceptor and may not be delegated. Preceptors are responsible for providing, as applicable to the Program, role modeling, direct patient supervision, professional interactions, and sharing expertise and experience. Preceptors are expected to voice concerns when student behaviors are in question or patient safety is of issue. The Preceptor shall work with the Instructor to review and evaluate the Students in the field experience program.

C. The Field Site shall provide learning experiences for the Student that are planned, organized and administered by qualified staff in accordance with mutually agreed upon educational objectives and guidelines.

D. Field Site shall provide Student with an orientation familiarizing student with all applicable State and Federal laws and regulations that pertain to practice at the Field Site., including those pertaining to Standards for Privacy of Individually Identifiable Health Information (the “Privacy Rule”) issued under the federal Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), which govern the use and/or disclosure of individually identifiable health information.

E. Field Site shall assure that the Student practices within the guidelines of any applicable professional ethics codes. Field Site shall provide recourses to Student for exploring and resolving any ethical conflicts that may arise during field training.

F. The Preceptor shall complete, with the Instructor and Student, all written evaluations of the Student’s performance according to the timeline established by Greenville University. Evaluations will be submitted to the Field Education Coordinator.

G. The Field Site reserves the right to dismiss at any time any Student whose health condition, conduct or performance is a detriment to the Student’s ability to successfully complete the Field Experience Program at the Field Site or jeopardizes the health, safety or well-being of any patients, clients or employees of the Field Site. The Field Site Program Coordinator or assigned Preceptor shall promptly notify the Field Education Coordinator of any problem or difficulty arising with a Student and a discussion shall be held either by telephone or in person to determine the appropriate course of action. The Field Site will, however, have final responsibility and authority to dismiss any Student from the Field Experience Program.

H. If available, the Field Site agrees to provide emergency health care services for the Student for illnesses or injury on the same basis as that which is provided to Field Site employees. With the exception of emergency care, the Students are responsible for providing their own medical needs.

I. The Field Site shall ensure adequate workspace for the Student and shall permit the use of instructional resources such as the library, procedure manuals, and client records as required by the Field Experience Program.

J. The Field Site maintains general and professional liability insurance (or comparable coverage under a program of self-insurance) for itself and its employees with a single limit of no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. The Field Site shall provide Greenville University with proof of coverage upon request.

To the extent that the Field Site is an entity governed by and/or operated through any state or federal agency or is provided liability coverage through statutory or tort law, then forgoing paragraph shall not apply and the Field Site shall provide a separate statement of coverage and attach it as an Exhibit A to this Agreement.

IV. STUDENT RESPONSIBILITIES

A. The Student shall provide their own transportation to and from the Field as well as any meals or lodging required during the clinical experience.

B. The Student shall agree to abide by the rules, regulations, policies and procedures of the Field Site as provided to Student by Field Site during their orientation at the Field Site and shall abide by the requirements of the applicable nurse practice act.

C. The Student shall agree to comply with the Standards for Privacy of Individually Identifiable Health Information (the "Privacy Rule") issued under the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), which governs the use and/or disclosure of individually identifiable health information.

D. Student shall arrange for and provide to Field Site any required information including, but not limited to, criminal background checks, health information, verification of certification and/or licensure, insurance information and information relating to participation in federally funded insurance programs.

E. Student shall be instructed that they are required to purchase and maintain a policy of health insurance, as well as a policy of professional liability insurance with a single limit of no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. Student shall provide the Field Site with proof of coverage upon request.

V. MUTUAL RESPONSIBILITIES

A. FERPA. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the parties acknowledge and agree that the Field Site has an educational interest in the educational records of the Student participating in the Program

and to the extent that access to Student's records are required by the Field Site in order to carry out the Field Experience Program.

B. HIPAA. The parties agree that:

(1) The Field Site is a covered entity for purposes of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and any regulations and official guidance promulgated thereunder (collectively, "HIPAA"), as amended by the Health Information Technology for Economic and Clinical Health Act ("HITECH") (together referred to as the "HIPAA Privacy Regulations").

(2) to the extent that Student are participating in the Field Experience Program:

(a) Students shall be considered part of the Field Site's workforce for HIPAA compliance purposes in accordance with 45 CFR § 160.103, but shall not be construed to be employees of the Field Site.

(b) Students shall receive training by the Field Site on, and subject to compliance with, all of Field Site's privacy policies adopted pursuant to the Regulations; and

(c) Student shall not disclose any Protected Health Information, as that term is defined by 45 CFR § 164.105, to which a Student has access through Program participation that has not first been de-identified as provided in 45 CFR § 164.541(a);

(3) Greenville University will never access or request to access any Protected Health Information held or collected by or on behalf of the Field Site that has not first been de-identified as provided in 45 CFR § 164.514(a); and

(4) No service are being provided to the Field Site by Greenville University pursuant to this Agreement and there this Agreement does not create a "business associate" relationship as that term defined in 45 CFR § 160.103.

C. The Field Site and Greenville University will promote a coordinated effort by evaluating the Program annually, planning for its continuous improvement, making such changes as are deemed advisable and discussing problems as they arise concerning this affiliation.

D. These parties agree that the Student participates in the Field Experience Program are at all times acting as independent contractors and that Students are not and will not be considered employees of the Field Site or any of its subsidiaries or affiliates by virtue of a Student's participation in the Field Experience Program and shall not as a result of Student's participation in the Field Experience Program, be entitled to compensation, remuneration or benefits of any kind.

E. The Field Site and Greenville University agrees that Student will have equal access to their respective programs and facilities without regard for race, color, sex, age, religion

or creed, marital status, disability national or ethnic origin, socioeconomic status, veteran status, sexual orientation or other legally protected status.

F. The terms and conditions of this Agreement may be amended by written instrument executed by both parties.

G. This Agreement is nonexclusive. The Field Site and Greenville University reserve the right to enter into similar agreements with other institutions.

H. This Agreement shall be governed by the laws of the State of Illinois.

I. Any notice required hereunder shall be sent by certified or registered mail, return receipt requested and shall be deemed given upon deposit thereof in the U. S. mail (postage prepaid).

J. Each party agrees to indemnify and hold harmless the other from all loss or liability resulting from the acts or omissions of the respective party and/or its employees or agents arising out of the performance or the terms and conditions of this Agreement.

K. This Agreement sets forth the entire understanding of the parties hereto and supersedes any and all prior agreements, arrangements and understandings, oral or written, of any nature whatsoever, between the parties with respect to the subject matter hereof.

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement, effective the date first above written:

Greenville University
315 E. College Ave.
Greenville, IL 62246

Signature

Name: _____

Title: _____

Date: _____

Signature

Name: _____

Title: _____

Date: _____

APPENDIX E

FIELD EDUCATION INSTRUCTOR INFORMATION

NAME: _____

SITE: _____

ADDRESS: _____

PHONE: _____ **CELL:** _____

EMAIL: _____

LICENSE # _____ **YEARS OF SCWK PRACTICE:** _____

DESCRIBE YOUR AREAS OF PRACTICE EXPERIENCE

IS YOUR LICENSE IN GOOD STANDING? ____ YES ____ NO

IF NOT, PLEASE EXPLAIN BELOW

DO YOU CURRENTLY HAVE ANY LIABILITY SUITS AGAINST YOU? ____ YES ____ NO

IF YES, PLEASE EXPLAIN BELOW

APPENDIX F

Social Work Appeals Procedure

Students who wish to file an appeal must follow the steps as described below:

1. Meet with the faculty member/instructor/advisor and attempt to resolve the problem(s).
2. Appeal, **in writing** to the Social Work Program Director and/or Director of Field Education.
3. Appeal, **in writing** to the Dean of the School of Professional Studies within 5 working days following notification of the Social Work Program Director's decision. The Dean will render a decision within 5 working days of receipt of written appeal. *

***All responses will be delivered in writing, emailed to the student and placed in the student's file located in the social work offices. All appeals should be typed and state clearly why the student is appealing and the evidence that should be considered during the appeal process.**

Appeals may be submitted as follows:

E-mail appeals to: Carrie.ackerman@greenville.edu or Hannah.shanks@greenville.edu

Program Director or Field Education Director

Appendix G

**GREENVILLE UNIVERSITY
SOCIAL WORK PROGRAM**

BSW Practicum Confirmation Form

Student Information

Name of student:

GC E-mail address:

Phone:

Cumulative GPA _____

Agency Information

Name of agency:

Program (if applicable)

Address of agency
(City, State, Zip):

Agency Phone #:

Month Practicum begins: Month Practicum ends:

Name of Field Supervisor:

E-mail: Phone number:

Please mail completed form to:

**Carrie J Ackerman, MSW, LCSW Field Education Director, 315 E. College Ave, Greenville, IL
62246**