Ferris State University
Social Work
BSW Field Instruction Policy
Manual

Required for the following courses: SCWK 370,
SCWK 481/482 & SCWK 491/492

Revised August 2018
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Mission Statement, Goals and Practice Competencies

This manual contains the policies and procedures that govern the field education experience for the students of Ferris State University BSW Social Work Program. This manual addresses those requirements for the first field experience, Introduction to the Field (SCWK 191). This manual is intended for students, field instructors, field agencies, faculty, advisory board members and administrators. The Field Instruction Manual is meant to be a guideline and a reminder of the "learning relationship" among students, field instructors and social work faculty.

These policies have been established in an effort to guide each participant in the accomplishment of the field objectives of “generalist” social work education. The definition of “generalist” is “a person with broad general knowledge and skills in several disciplines, fields or areas” from Social Work Practice by Bradford W. Sheafor.

Mission Statement

The mission of the Ferris State University Social Work Program is to educate professional social workers who will be leaders in their field, promoting social and economic justice, diversity, and empowerment and eliminating oppressive social conditions. We inspire students to be critical thinkers to meet the challenges of a global society through lifelong learning, innovation, political engagement, service, and community collaboration.

Program Goals

#1. Prepare social workers to be qualified generalist (BSW) and advanced clinical (MSW) social work practitioners with individuals, families, organizations and communities toward the enhancement of social interaction and human functioning.

#2. Prepare social workers to practice without prejudice or discrimination towards those marginalized populations in the global community with respect to social work values and standards. Promote and be an advocate for social diversity.

#3. Prepare social workers to engage in activities that promote lifelong learning toward the effective performance of personal and professional responsibilities.

#4. Prepare social workers to engage in activities that promote collaboration and reciprocal environmental relationships within diverse socio-political systems towards the enhancement of social functioning.

Program Practice Competencies and Learning Outcomes

Competency 1 - Demonstrate Ethical and Professional Behavior

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

1. 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;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes; and
5. Use supervision and consultation to guide professional judgment and behavior
Competency 2 - Engage Diversity and Difference in Practice
Social Workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religions/spirituality, sex, sexual orientation, and tribal sovereign status. Social Workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social Workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social Workers:

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

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

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

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

1. Use practice experience and theory to inform scientific inquiry and research;
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5 - Engage in Policy Practice
Social Workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social Workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social Workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social Workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social Workers:
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. Assess how social welfare and economic policies impact the delivery of and access to social services;
3. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

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

Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and communities
Social Workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social Workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social Workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social Workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social Workers:
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, personal-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.
6. Promote social and economic justice causes through political advocacy and community intervention.

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

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

Section I: Field Education Purpose, Goals, and Eligibility Requirements

A. Purpose of Field Instruction
Field Instruction is the direct practice portion of the social work education. It is an educationally directed, coordinated and monitored field experience required of all social work students. Each student is expected to progressively build upon his/her knowledge and skills from one semester to the next. In the field, students are to demonstrate their knowledge, values and skills in real-life situations under supervised instruction in accordance with their individualized learning plans. Field is where the student is expected to put into practice all they have learned in the classroom - human behavior, policy, research, practice, ethics, multicultural diversity, special populations and social and economic justice.

B. Field Instruction to Classroom Learning: The Relationship
The integration of classroom and field learning is the objective of the social work curriculum. The first field experience (SCWK 191) is taken in the summer semester after a student’s first year in the four-year program. This placement allows the student to experience a firsthand social work experience. This experience is referred to throughout the social work curriculum. It provides a real-life example when theories and issues are discussed in the remaining social work courses. The senior placement is taken in the last two semesters “consecutively” or in a “one semester block” placement before graduation, integrating all academics to the mastering of the art of social work. Concurrent to the senior placement is the integrated seminars to further facilitate and ensure integration of class and field learning.

C. Goals and Theoretical Construct of Field Instruction
The primary goal of the SENIOR FIELD INSTRUCTION (SCWK 491-492) is the development of a student’s ability to integrate the curriculum’s liberal arts and professional foundations in the performance of a beginning social work role. This integration occurs primarily through application of social work knowledge, skills, and values to the 9 Practice Competencies identified above. Using a combination of a leadership skills model, conceptualized by M. Rank & W. Hutchison, in the Journal of Social Work Education, (Fall 2000, p. 495), the Planned Change Process Approach (B. Sheafor, et. al., Techniques & Guidelines for Social Work Practice); and The Council on Social Work Education’s 9
Practice Competencies with corresponding 32 practice behaviors, we have developed the following experiential education framework in which the student is expected to demonstrate competency in the 9 Practice Competencies.

The above practice competencies are central to our program’s curriculum design and, to the program’s outcome evaluation process. They are also central to the evaluation of each student’s performance in field instruction. (See Field Instruction Evaluation form).

As an objective of the second semester of field instruction (SCWK 492), all students will be able to competently execute a major planned change research project. The project will reflect the application of appropriate knowledge, skill, and values from the liberal arts courses in general.

It is also a goal of field instruction that students demonstrate competency in working with clients from special populations, i.e., especially racial or ethnic minorities, clients experiencing problems related to women’s issues, and/or the rural poor.

It should be noted that these goals and objectives take into consideration the wide range of agency missions and client systems to which they will be applied.

D. Eligibility Requirements

To be eligible for enrollment in the Senior Field Instruction (SCWK 491 and 492) students must satisfy the following requirements:

- Successful completion of all prerequisite courses as stated in the university catalog/program description.
- Must be admitted to the social work program meeting all candidacy requirements
- 2.50 GPA in social work courses; 2.3 Overall GPA
- No grade below “C” in any social work course.
- A full semester prior to anticipated field placement, the student is to meet with the field coordinator to discuss a suitable field placement.
- Approval of advisor (audit of all course requirements) and field coordinator.
- Student has transportation to get to and from field placement.

*Under no circumstances are course waivers or life experience accepted as substitutions for either field experience.*

E. Child Welfare Endorsement Requirements

In a program developed in conjunction with the State of Michigan Department for Human Services, students interested in working in the child welfare area (child protective services, foster care, adoption, juvenile justice) are encouraged to seek a Child Welfare Endorsement in their undergraduate curriculum. This endorsement has potential for increasing employability with the State of Michigan or private non-profit agencies contracted to provide child welfare services through the state, by reducing the training requirement upon employment. To be eligible for the Child Welfare Training Certificate, students must complete the following requirements:

1. Successful (C or higher) completion of the following electives:
2. SCWK 360 - Children’s Services in Social Work (formerly Child Welfare/Pre-Service Training) and SCWK 361 - Legal Aspects of Social Work
3. Successful completion (C or higher) of PSYC 226 or EDUC 251, Lifespan Development
4. Successful completion of a senior (491/492 – 480 hours) field placement in either the Department of Human Services or a private non-profit agency contracted to provide child welfare services.
5. An overall 3.0 GPA in the last 60 credits of the student’s undergraduate courses.
Section II: Structure of the Field Instruction Program

Administrative responsibility for the Field Instruction Program and the decisions therein rests with the Field Coordinator. Working with the Coordinator is the social work faculty, the field instructors and the Program Advisory Field Committee. Responsibilities include quality assurance for all aspects of the program. The Field Instruction Program consists of the field coordinator, faculty field liaison, field instructors and seminar instructors. The Field Instruction Committee is part of the Program Advisory Board, established to advise the field instruction program. Each is described as follows:

A. Field Instructors
   Role: Is that of a teacher and a gatekeeper for the profession of social work.
   Responsibilities:
   1. Complete a Ferris Social Work Program Field Application. This includes an Agency profile and what learning experiences it could provide students. Include resumes of each person who will supervise a social work student.
   2. Complete and sign agreement to accept student.
   3. Provide the student with a thorough orientation to the Agency.
   4. Provide student with a thorough orientation to personnel safety skill techniques as used in your agency.
   5. Develop with the student a “Learning Plan” defining learning objectives that are consistent with the ten competencies of the curriculum as well as with the mission and service goals of the agency.
   6. Supervise the student’s assignments and help the student understand the relationship of assignments to the learning plan objectives.
   7. Provide a work area, furnishings and supplies adequate for the student’s role and responsibilities as a beginning social work professional.
   8. Meet with the student for a minimum of one hour per week in private supervisory/mentor conference.
   9. Develop and provide required learning opportunities with an emphasis on diverse assignments and challenging cases consistent with the skills and abilities of the student.
   10. Communicate with the Field Liaison as soon as a conflict appears with the student or with the Program.
   11. Inform the Field Liaison of any prolonged absences or schedule changes for either the Field instructor or the student or any other significant agency related changes that affect student learning.
   12. Evaluate the student at the completion of each semester of field instruction and forward the evaluation to the Field Liaison. Evaluation form is to be turned in by the last week of the semester.
   13. Confer with the Field Coordinator during the planning stages of a potential student’s placement.
   14. Cooperate with the Field Liaison in arranging agency visits or other needed contacts during the student’s placement.
   15. Attend Field Instructor Workshops sponsored by the Social Work Program.
   16. Promptly inform the Field Liaison of any significant changes in the Learning Plan.

NOTE: When made known to the Field Coordinator, a student’s daily activities may be under the direct supervision of someone other than the field instructor. He or she is expected to carry out the role, responsibilities, meet the requirements and have the skills of the field instructor. The Field Instructor of record has ultimate responsibility for the learning and assessment of the student and is required to meet individually with the student 1 hour per week.

Selection and approval of field instructors is the sole responsibility of the social work program. No person may serve as a field instructor for the program unless he or she meets the criteria and has been designated as such by the social work program. All field instructors are required to participate in Field Instructors Training offered by the Field Coordinator.

B. Faculty Field Liaison
Social work faculty is assigned by the Social Work Program coordinator to act as field liaison to monitor and oversee the field education experience of the student placed in the field.
   Role:
   1. Consultant to field instructors- responsible in keeping current field instructors on curriculum, policy and procedure changes.
2. Insures integration of class and field learning.
3. Addresses issues that become problems for agency and student.
4. Educator of the student-insures the educational integrity of the field experience for the respective student.
5. Assess student’s ability to integrate field and classroom learning.
6. Grades the student at the end of semester based on consultation with field instructor.

Responsibilities:
1. Oversee the student’s Learning Plan.
2. Clarify the program’s expectation for student learning to both the field instructor and student.
3. Be available to the Instructor and the student for immediate consultation and problem solving.
4. Monitor implementation of the field instruction objectives.
5. In order to determine the student’s overall progress in field performance, visit each assigned placement, meeting with both student and Field Instructor, at least three times during the two semesters of placement.
6. Review a selection of student case recordings and/or other appropriate agency-assigned written materials.
7. Based on a review of the student’s written evaluation by the Field Instructor, assign the student’s field instruction grade.
8. Become familiar with the general policies and programs of the field instruction agency.
9. If requested, assist Field Instructor in evaluating student progress.
10. Initiate arrangements for agency visits sufficiently in advance of the end of each semester to allow use of the visit for providing useful feedback on student performance.
11. Responsible to the field coordinator for communicating concerns of field instruction students, Field Instructors, and placement agencies which cannot be resolved through the usual three-way communication between students, Field Instructor and Field Liaison. (See Section IV.)

C. Field Coordinator
Role: Has primary responsibility for the administration of the Field Instruction Program.
Responsibilities:
1. Development and Coordination of the Field Instruction Program.
2. Coordination and Placement of all students.
3. Selection of new placements.
4. Maintenance of current field sites.
5. Coordination and communication among all partners of the program.
6. For each potential placement site, maintains a file which contains a general description of the agency, field instructor credentials and experience, and an outline of agency expectations and learning assignments.
7. Consult with the Program Coordinator as new agency sites are developed.
8. Report to faculty on development of placement sites.
9. Make certain that agency sites meet all criteria for agency and field instructor selection, as stated in field instruction guidelines.
10. In order to create diversity of placement opportunities, provide a continuing effort to expand potential field instruction placement sites.
11. To newly approved agency sites, provide orientation concerning all aspects of field instruction—through regularly scheduled campus workshops or through special conferences with involved agency staff.
12. Plan, coordinate and lead annual Field Instructor workshops—to provide orientation to new Field Instructors and ongoing training to experienced Field Instructors.
13. Teach SCWK 170 and 370 (Field Instruction Orientation), preparing students for the rigors of field internship practice.
14. Provide students with additional information, beyond that provided in SCWK 370, concerning specific placement sites, and invite faculty and field professionals to address the class on practice experience.
15. Conduct individual student conferences for the purpose of selection and approval of an agency placement.
16. Assess student strengths, needs and interests in the process of matching each student with a placement site/internship.
D. Field Instruction Advisory Committee
This committee is composed of advisory board committee members, field instructors, faculty and students.
Role: To advise on policies governing the field instruction program and curriculum.
Responsibilities:
1. To advise the Field Coordinator in the development of diverse and appropriate field placement opportunities.
2. To attend the annual meeting called each year by the Field Coordinator.

E. Seminar Instructor
The Senior Seminar runs concurrent with the Senior Field placement. Seminar is a very crucial part of the senior placement “package”. What is happening in the placement needs to be addressed and monitored with the goals and objectives of the program.
Role:
1. Direct and facilitate students in a discussion of field application of social work values, skills and knowledge.
2. Provide instructional monitoring of student’s progress in the field.
Responsibilities:
1. In seminar, review knowledge of social science and social work theory/practice.
2. Review different problem-solving models, theories as well as ethic issues.
3. Help students become familiar with various resources and methods available for continuing professional development after graduation.
4. Through weekly discussion monitor individual student learning opportunities, activities and client interaction.
5. Instruct the student in the development of the portfolio.
6. Schedule portfolio presentation dates (see portfolio guideline document).

Section III: Student Responsibilities in the Field Placement

A. Specific Responsibilities of a Student.
The student’s primary responsibility is the application of knowledge, skills and values of previous curriculum content to a field instruction assignment at an approved social work agency placement site. Other responsibilities are:
1. Learn about the functional responsibility in the application of knowledge, skills and values of previous curriculum content to a field instruction assignment at an approved social work agency placement site.
2. Interact in a competent and professional manner with client systems and with an increasing level of knowledge, skill and values.
3. Develop increased self-awareness and an objective view of personal strengths and areas needing attention, as related to the program’s ten competencies and their application in the field instruction placement.
4. Read and act in accordance with the professional values and ethical principles as outlined in the NASW Code of Ethics and as discussed throughout the curriculum.
5. Utilize supervision and other learning opportunities in an effective manner.
6. Support the concept of a three-way partnership among the student, Field Instructor and Field Liaison to provide an in-depth, effective and comprehensive professional learning experience.
7. Be responsible for completion of the learning plan in cooperation with the Field Instructor and for submitting the document to the seminar instructor.
8. Complete all written exercises as described in this manual.
9. Maintain a daily log of field instruction experiences, observations, and emotional reactions.
10. Must attend and actively participate in each seminar class.
11. Advise the Liaison immediately of any problems the student is experiencing in the field placement or will affect performance at the placement.
12. Complete and submit an agency/field site evaluation at the end of the two placement semesters or block placement.
13. Assume responsibility for maintaining personal and professional boundaries.
14. Make known to the liaison and field coordinator any personal issues or situations which would, if the student were placed in a particular agency or with a specific population group, pose a conflict of interest or be in violation of the laws governing the delivery of human services.
B. Student Recourse, Due Process, and Problem-Solving Procedures
Problems can arise in the field placement between students and field instructors or other agency personnel. It is expected that any problem or issue will be addressed in a professional and timely manner. This procedure must be followed to afford due process.

Step 1. Student and field instructor discuss the problem in a constructive and professional manner. If the problem is not resolved to the student’s satisfaction, the student should proceed to the next step.

Step 2. Student advises the field liaison of the problem within 24 hours of step #1. (If the situation demands immediate attention and the liaison is not available, contact the field coordinator or the seminar instructor or your advisor or the program coordinator.) If the problem is still not resolved, then the student has five days to proceed to Step #3.

Step 3. The student requests a meeting with the field coordinator who will facilitate problem resolution- inclusive of calling a meeting between the student, field instructor, field liaison, seminar instructor, agency director. This step is designed to produce a problem solution. If the student still has concerns with this decision, then the student proceeds to Step #4.

Step 4. The decision in step #3 may be appealed by the student. An appeal must be made in writing by the student within 5 working days and addressed to the Social Work Program Coordinator with a copy to the Field Coordinator. The Program Coordinator will convene a meeting of the social work faculty who will render a final decision.

Step 5. A student wishing to appeal the faculty’s decision in step 4 may do so through the University’s grievance procedure.

NOTE TO STUDENT: If a field instructor is dissatisfied with a student’s performance, the instructor is required to immediately bring this to the student’s attention verbally and in writing with a copy to the field liaison. Written notification of poor performance must include performance expectations and a timeline for improvement so that the student might meet learning plan expectations prior to the end of the semester. The field liaison will immediately call a meeting of the student, field instructor and discuss the matter at hand for the purpose of reaching a resolution that is measurable and time framed.

C. Field Interviews and Securing Field Placements
It is the responsibility of the student to SECURE their field placement through an interview and selection process, although it is not the responsibility of a student to search for potential placements. Students should not work to find their own potential placements. The field education coordinator will locate a potential field placement, make initial contacts with agencies and students, and contact the student to set up an interview with the field instructor. The student is responsible for sending a resume to the field instructor, setting up an interview, and securing the field placement. If the student is not successful at being accepted in the arranged field agency, the field coordinator will arrange one additional interview. If the student is not successful in securing a field placement in a second interview and field site, it will be determined that the student has not conducted his or herself in an appropriate manner in the field interview, and an Academic Performance Review will be initiated to determine what is recommended moving forward.

Section IV: Policies and Procedures

A. Early Termination from Placement
A student who has demonstrated deficiencies and lacks ability to measure up to the standards of the profession and the learning objectives as set in the learning plan, may expect to receive constructive feedback from the field instructor. The field instructor in consultation with the faculty liaison should determine the source of the problem in the internship, i.e.,

1. If the problem is situational: transportation difficulties, illness, personal crisis, etc.
2. If the problem is work environment: lack of adequate opportunity provided by the agency to accomplish learning objectives, little or no field instruction, a personality conflict between student and instructor, and/or student, staff and clients.
3. If the problem is inadequate student performance: ethical violations, unprofessional behavior, unsuccessful completion of assignments, lack of ability, low motivation to learn, disrespect to clients, unable to utilize feedback effectively, threatening or criminal behavior, and or violation of agency policies and procedures.

Then, the following procedure:

1. If the problem is Situational, a resolution must be made by joint agreement of the student, liaison, and field instructor. The recommended solution must be in writing with signatures and kept in student’s file. The Field Coordinator may be called in for a final decision, if needed, particularly if termination is being discussed. In the event the final decision means a need for termination from the placement, it is up to the field liaison to notify the field coordinator and to ensure that adequate termination/closure takes place with clients in concert with the field instructor.

2. If the problem is work environment, issues with the field instructor or the agency not meeting field expectations, a decision may be made by the liaison and field coordinator to remove the student from the agency. It is the joint responsibility of the liaison and field coordinator to notify the agency of this decision.

3. If the problem is Inadequate Performance by the Student:
   a. The field instructor must communicate and document for the student the instructor’s concerns. The faculty liaison must be notified and called upon to facilitate the process. If the behavior is of a serious nature, (e.g. criminal and/or threatening to others) the student may be terminated immediately. The liaison and field coordinator are to be notified immediately.
   b. If the situation is less serious than that above, the field instructor is to give a progress evaluation with action steps that need to be taken by the student. Time frames are to be stated. This information is to be provided to the liaison and the student.
   c. If the behavior of the student results in termination from that placement, but the liaison and the field coordinator feel that the student is amenable to change, their placement in another agency is possible, no credit for hours completed will be applied to the second placement and hours from the first placement must be made up in the second placement.
   d. If a second placement is not successful for reasons having to do with unacceptable performance on the part of the student, a third placement shall not be offered to the student until “e” below has been met.
   e. The Field Coordinator will call a meeting of the faculty within two weeks of the termination. The faculty will determine the necessary action: leave of absence, counseled out of the program, discharged from the program, or discharged from the program for a probationary period.

B. Credit for Hours Worked
   1. If the student withdraws from enrollment in the field course, no credit for hours completed will be applied to the next enrollment in the field.
   2. If the student leaves a placement in good standing due to situational or agency problems, the liaison may recommend that credit for hours worked be applied to the next placement. The student must obtain documentation (in some cases, the liaison may help with this) in writing of hours he or she completed from the field instructor.

C. Block Placement
   A block placement is when a student completes the 480 hours of field placement the same semester. This is extremely challenging, and requires a good GPA (3.0), as well as advisor and program director approval. A block placement requires the student to be in the agency full time, and attend two seminar classes. Because of the challenges this type of placement presents, it is strongly recommended that students do not try to maintain a full time job during a block placement semester, AND MUST HAVE COMPLETED ALL ACADEMIC COURSES PRIOR TO COMPLETING A BLOCK PLACEMENT.
D. Incomplete Grade Due to Early Termination
   1. Students will receive an “incomplete” for the following situations:
      a. Student lost hours during transition from one placement to another and unable to make the required
         field hours for that semester.
      b. Student in the transition from one agency to another is unable to complete other field requirements in a
         timely manner.
      c. Awarding of an earned grade is up to the discretion of the seminar instructor and liaison. But prior to
         grading they may choose to consult with the student’s faculty advisor, field instructor, field coordinator,
         and/or program coordinator.

   The “I” will be removed once the field liaison receives a written report from the field instructor that the student has
   met all requirements for a letter grade.

E. Agency Selection Criteria
   1. The agency meets general guidelines as a social service organization.
   2. It enables a student practice, which is predominantly in the nature of direct client services.
   3. Agency function is consistent with the NASW Code of Ethics and/or professional codes of conduct by state and
      federal mandate.
   4. The agency has appropriately credentialed and experienced staff to provide the student with quality social work
      field instruction. Whenever possible, the selected Field Instructor possesses an MSW or BSW degree.
   5. All Field Instructors participate in orientation workshops conducted by the Ferris social work program, or in
      individual conferences directed by the Ferris Social Work Field Coordinator.
   6. The agency is able to provide student learning which involves multi-size client and/or target systems, client
      systems in need of both personal and environmental change, multi-problem client systems, clients from at least
      one ethnic or racial minority, and an opportunity to practice client advocacy.
   7. The agency is willing to commit necessary resources to the student learning experience, e.g., supervisory time,
      adequate physical space, desk, and supplies.
   8. The assigned Field Instructor is willing to engage in a three-way learning experience that includes the instructor,
      the student, and the Field Liaison.

   The field coordinator recognizes how the nation’s social welfare has benefited from agencies guided by special
   religious and moral commitments. Therefore placements in these agencies are sought as in all others. In preparing
   students for such placements, faculty instruction includes: (1) the general impact of religious and moral views on the
   environment and programs, (2) mission expectations of agency policies, stemming from these views, concerning
   student behavior and (3) the absolute requirement that students remain tolerant of client belief and practice
   systems, whether in accord with agency views or not. The field coordinator also encourages agencies to discuss the
   same issues when interacting with students who are being considered for placement.

F. Rights and Responsibilities of Agencies
   1. Provide a social work experience and educational opportunities for social work students.
   2. Support the employee/field instructor with reduced caseloads or compensation/release time sufficient to be a
      competent field instructor.
   3. Honor the learning plan developed between the instructor and the student.
   4. Provide office space, clerical services, use of relevant case material and other resources deemed necessary to
      adequately carry out the agreed upon learning plan of the student.
   5. Notify the field coordinator immediately when a student experiences serious problems at the agency and
      provide written notification and justification when asking a student to leave or be removed from the agency.
   6. An agency can refuse to accept a student for reasons pertaining to personality conflicts, student not
      educationally prepared for the agency’s tasks.
   7. Agencies can ask for immediate removal of a student who is determined to be a danger to the
      clients/consumers, disruption in the agency or who breaches confidentiality.
   8. Each student has liability insurance provided by the university.
G. Field Instructor Selection Criteria
Each Field Instructor should:
1. Possess either an MSW or BSW degree. However, if the agency and Field Instructor meet all other selection criteria, and if the Field Instructor possesses appropriate degree and experience in an allied area of the helping professions, an exception may be given by the field coordinator.
2. Have sufficient time, commitment, and agency support for quality student instruction, including a minimum of one hour per week of private supervisory conference with the student.
3. Have at least two years of experience in social work, or a closely allied helping profession, and possess a thorough knowledge of the agency’s mission, programs, policies, and procedures, as well as the network of community services of which the agency is a part.
4. Have a thorough understanding of the social work program’s practice competencies, of the role played by the Field Instructor in helping the student to apply those skills to agency services, and of the Field Instructor’s role in evaluating the student’s competence in implementing the practice competencies.
5. Possess requisite skills for sharing in the formulation of a learning contract, for ongoing supervision, and for three-way consultation reflecting concerns of the agency, faculty and student.

H. Student Placement Procedure
The Field Coordinator makes the placement assignment decision, ultimately. However, the Field Coordinator, given adequate time for planning and preliminary interviews, makes every effort to reach a decision, which is agreeable to all parties. Each student is expected to:
   i. Enroll in SCWK 370 (Field Instruction Orientation) in the semester prior to placement.
   ii. Meet with the Field Coordinator, at least one full semester before the planned start of the placement, to begin the process of agency selection.
   iii. Complete a field application (provided in SCWK 370).
   iv. Interview at agencies approved by the Field Coordinator for possible placement; consult with the Field Coordinator and potential Field Instructor concerning specific learning objectives and activities, which may be involved.
   v. Negotiate a Learning Plan (see Section IX pg. 49) after the placement’s start. Parties to this plan are the Student, Field Instructor, and Field Liaison.

I. Felony Convictions, Background Checks and Drug Testing
The social work faculty expects students with prior felony convictions to inform the field coordinator of such convictions prior to placement. Given various laws about work with children and vulnerable populations persons with felony convictions are usually not allowed to work in certain settings. The field coordinator would need to know this to avoid placing the student in an unlawful situation. The student who fails to inform the field coordinator could be dropped from the social work program.

Increasingly, field agencies are requiring students to complete background checks and drug testing prior to being placed at the agency. For the senior field placement, students will be required to complete an “I-Chat” background check through the State of Michigan in the SCWK 370 course. In order to complete the I-Chat background check, students must log on and make an account at the following website: https://apps.michigan.gov/ICHAT/login.aspx?ReturnUrl=%2fichat. The fee for this is $10 and considered part of the fee for the SCWK 370 course. The I-Chat background check will be submitted as part of an assignment to the SCWK 370 instructor.

Students should be aware that many agencies conduct drug testing prior to their internship and may be randomly drug tested at any time.
J. Personal Safety While in the Field
   1. Social workers have to be aware of people who are potentially violent. There are guidelines, policies that have been established to help the student.
   2. Field Instructors are to go over the agency’s policies and procedures with the student on how to avoid possible dangerous situations. Field Instructors, this task should be completed early in the placement and best taught during agency orientation.
   4. A student, who has been threatened, should notify the field instructor or designee immediately. Any incident needs to be reported to the field liaison or field coordinator by the field instructor/student.
   5. At no time should a student go on a home visit without the agency knowing and approving of this activity.
   6. At no time is a student to transport a client/customer without the knowledge and approval of the agency.
   7. At no time is a student to be left alone to operate the office while all other personnel are gone.

K. Sexual Harassment Issues

Student Dignity Statement

Statement of Principles
Ferris State University expects all students and employees to conduct themselves with dignity and respect for students, employees and others. It is each individual’s responsibility to behave in a civil manner and to make responsible choices about the manner in which they conduct themselves. Harassment of any kind is not acceptable at the University. The University does not condone or allow harassment of others, whether engaged in by students, employees, supervisors or administrators, or by vendors or others doing business with the University. Harassment is the creation of a hostile or intimidating environment in which verbal or physical conduct, because of its severity or persistence, is likely to significantly interfere with an individual’s work or education, or adversely affect a person’s living conditions.

NOTE: To assist with the understanding of what harassment is, this Student Community Standards Code contains specific definitions of two of the more prevalent types of harassment- racial harassment and sexual harassment.

Definition of Racial Harassment
Racial harassment includes any conduct, physical or verbal, that victimizes or stigmatizes an individual on the basis of race, ethnicity, ancestry, or national origin. Such behavior could involve any of the following:
   1. The use of physical force or violence to restrict freedom of action or movement of another person or to endanger the health or safety of another person, unless such action is state and/or agency approved to prevent a client from harming themselves or others.
   2. Physical or verbal conduct, intentional or otherwise, that has the purpose or effect of (or explicitly or implicitly threatens) interference with an individual’s personal safety, academic efforts, employment, or participation in University-sponsored activities: or
   3. The conduct has the effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile or offensive working, learning or living environment.

Definition of Sexual Harassment
Based on the definition contained in the Equal Employment Opportunity Commission guidelines, adapted to include educational environments, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:
   1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement;
   2. Submission to, or rejection of, such conduct by an individual is used as a factor in employment or academic decisions affecting such individuals; or
   3. Such conduct has the purpose or effect of substantially interfering with an individual’s work or academic performance or creating an intimidating, hostile or offensive working, living or academic environment.
NOTE: While sexual harassment most often takes place in situations of power differential between persons involved, sexual harassment may also occur between persons of the same status (e.g., student-to-student). The person exhibiting sexually harassing conduct need not realize or intend the conduct to be offensive for the conduct to constitute sexual harassment.

Other Types of Harassment
The attributes of racial harassment described above are also the attributes of most other types of harassment. Harassment may be based upon a person’s status that is protected by law (e.g., religion, veteran status, handicap, etc.) or may be based on some other reason not specifically covered by law. In any event, harassment of any type is not acceptable at Ferris.

Harassment Concerns
   1. Any person who believes that he or she has been subjected to harassment of any kind (sexual, racial or otherwise) should approach the individual whom he or she believes responsible. He or she should identify the specific behavior, explain that he or she considers the behavior to be offensive and/or harassing, and ask the individual to stop the behavior. If assistance is needed to approach the individual, the Department Head/Diversity Officer may be contacted.

   2. If approaching the individual is not possible (e.g., the person who believes that he or she has been subjected to harassment is uncomfortable or uncertain as to how the situation should be handled or is concerned that the situation may become volatile), or if approaching the individual does not resolve the matter, it should then be reported immediately to an Academic Dean, the Dean of Students, the Diversity Officer, the Director of Student Judicial Services, or the Director of Affirmative Action. If, for some reason, the person who believes that he or she has been subjected to harassment is uncomfortable discussing the situation with any of these individuals, the situation should be reported to any member of the University Administration. The circumstances surrounding the matter will be fully investigated, including the nature of the harassment and the context in which it occurred.

All reports of harassment and subsequent investigations will be kept as confidential as possible. Anyone found to have violated this subpart will be subjected to discipline up to and including discharge or dismissal. Discipline may include, but is not limited to, official reprimand, official apology, sensitivity training, and/or other disciplinary action including dismissal. Likewise, because intentionally false accusations of harassment can have serious effects on innocent people, anyone found to have intentionally falsely accused another person of violating this subpart will be subject to discipline, up to and including discharge or dismissal.

Consensual Relationships Between University Employees and Students.
Consensual relationships of an amorous or sexual nature, that might be appropriate in other circumstances, are deemed inappropriate when they occur between an employee of the University and a student for whom he or she has a professional responsibility. For example, such a relationship would be inappropriate between a faculty member, administrator, supervisor, advisor, coach or residential staff member and a student for whom he or she has professional responsibility. Even when both parties have consented to the development of such a relationship the relationship can raise serious concerns about the validity of consent, conflicts of interest and unfair treatment for others and may result in serious consequences. Employees and students of the University are expected to make responsible choices.

   1. It is the policy of the University that any University employee who has professional responsibility for any students shall not assume or maintain professional responsibility for any student with whom the University employee has engaged in an amorous or sexual relationship. Whether the relationship predated the assumption of professional responsibility or arose out of the professional association, the University employee shall immediately disclose the relationship to the relevant unit administrator. The unit administrator shall immediately arrange a meeting of the parties to the relationship to discuss alternative of the student, and to attempt to reach cooperatively agreement on changes that will move professional responsibility for the student to another University employee. If no agreement is reached the unit administrator shall determine and direct the best method to deal with the situation.

L. Use of One’s Employment Site as a Field Instruction Site
   Per the Council on Social Work Education, our Program’s accreditation body, no full-time job can be used in place of field placement.
The Field coordinator can approve a placement in one’s place of work if;
1. A new assignment, not related to the student’s full time job is the “field placement assignment” with designated days and times the student would be at this “placement”.
2. A separate field instructor is assigned who is not the student’s work related supervisor.
This agreement needs to be in writing, provided to the field coordinator and kept in the student’s file. The field liaison should be informed of this type of field internship.

M. Malpractice Insurance
Ferris State University covers all students under the University’s liability insurance. If a student wishes to obtain other malpractice insurance, they can. The field coordinator has information on the NASW liability insurance program if a student is interested.

N. Evaluations and Grading
1. Evaluations
   The field instructor is to complete an evaluation form (see section IX) of the student’s performance and abilities at the end of the semester. There are two evaluations required, one at the end of each semester or in the case of a block placement twice in the semester, one at midpoint and the second at the end of the term. This evaluation needs to be received by the field liaison before the last day of the semester and will be completed in the IPT (Intern Placement Tracking) program. This evaluation is needed for the student’s grade.

2. Grading
   A student receives a letter grade if the following requirements are met:
   1. 240 hours worked per semester by the student in the approved field placement agency. Field placement is a total of 480 hours.
   2. A completed and signed student evaluation form is completed by the student’s field instructor and on file in the social work program office.
   3. An evaluation that gives the student a “5 rating” or above – has met expectations of the field agency” rating of the student’s performance.
   4. Complete the expectations of the field instructor and the agency.
   5. Complete the field exercises as assigned by the seminar instructor.

***All evaluations must be completed in the IPT (Intern Placement Tracking Program)

At the end of the first semester of field instruction (SCWK 491), students who receive an evaluation rating of “5” or higher may receive a passing letter grade of “C” or better for that semester. Students who do not receive a rating of “2” or higher on all competencies may be given a failing letter grade “C- or below” or “Incomplete,” at the discretion of the Field Liaison in consultation with the Field and seminar instructor.

Students who are given a failing letter grade must repeat the first semester of placement, preferably in a different agency, in order to continue in the program; with the exception that the Social Work Faculty and the Dean of the College of Arts and Sciences may act to deny enrollment in a subsequent semester of placement. Also, should a student fail a second attempt to complete the first semester of placement, he/she will not be allowed to enroll in SCWK 491 for a third time unless conditions stated by the joint social work faculty have been met and such enrollment is approved. (See Section IV, C).

Students who seek approval for repeating the first semester of placement in a different agency must agree, as a condition of that approval, that the Social Work Faculty may inform the second agency about the reasons for a failing letter grade in the first agency.

Students who are given a letter grade of “C” or better or “Incomplete” for the first semester of placement, in spite of having received below a “met expectations” for any of the “overall” ratings, are reminded that all of these general competencies must be rated “met expectations” or higher on the second semester evaluation in order for the student to be given a passing letter grade for the second semester of placement.
At the end of the second semester of field instruction (SCWK 492), students who achieve ratings of “met expectations” or higher on all general competencies may be given a passing letter grade for that semester of placement. Students who do not receive ratings of “met expectations” or higher for all general competencies may be given a failing letter grade.

Students who receive a failing letter grade for the second semester of placement shall not repeat the second semester of placement in the same agency in order to continue in the program; with the exception that the Social Work Faculty and the Department Head of Social Sciences and/or the Dean of the College of Arts and Sciences may act to deny enrollment in a subsequent semester of placement. Also, should a student fail a second attempt to complete the second semester of placement, he/she will not be allowed to enroll in SCWK 492 for a third time unless conditions stated by the joint Social Work Faculty have been met and such enrollment is approved.

Students who seek approval for repeating the second semester of placement in a different agency must agree, as a condition of that approval, that the social work faculty may inform the second agency about reasons for the failing letter grade in the first agency.

For either the first or the second semester of placement, grades of “Incomplete” will be changed to a letter grade according to satisfaction of conditions of performance and time agreed to by both the Field Liaison and the Field Instructor. If these conditions are not met within the next semester, the “Incomplete” will be changed to a failing letter grade. Students with an outstanding “Incomplete” for the first semester of placement and allowed to continue in the placement for a second semester, will clock those hours in the second semester toward the hours lacking in the first semester hours. Once those hours are completed for first semester, an evaluation from the field instructor grading the student’s performance and verifying the hours worked is submitted to the field liaison. If the evaluation is satisfactory a grade change will be submitted by the liaison. At that time the remaining worked hours will go toward the second semester required field hours.

It is the responsibility of each Student’s Field Liaison to assign the field instruction grade for that student. Students may appeal for the changing of field instruction grades using the procedure in Section III, B.

O. Denial of Enrollment in Field Instruction
   Students may be denied enrollment in an internship if;
   1. Their record in previous internships or other academic areas would, in the judgment of the Social Work Faculty, and the Dean, prevent a successful internship experience.
   2. Student has not met the requirements stated above.

   Denial of a student by the social work faculty or the Dean for placement in the field is to be put in writing to the student. This report should state why the student should not, at this time, be allowed to enroll or re-enroll in the field placement course. This report must include specific reason(s) for the proposed termination and if appropriate, must state conditions under which the student would be allowed to re-enroll in the program and the course.

   The student may appeal an action to the Provost using the set University Appeals Procedure.

P. Field Technology Policy
   Students will adhere to all the NASW and ASWB Standards for Social Work Practice found online at the link below.
More specifically Standard 7. Privacy, Confidentiality, Documentation, and Security states:

“Social workers shall protect client privacy when using technology in their practice and document all services, taking special safeguards to protect client information in the electronic record.”

Interpretation;

During the initial session, social workers should provide clients with information on the use of technology in service delivery. Social workers should obtain client confirmation of notice of privacy practices and any authorizations for information disclosure and consents for treatment or services. Social workers should be aware of privacy risks involved when using wireless devices and other future technological innovations and take proper steps to protect client privacy. Social workers should adhere to the privacy and security standards of applicable laws such as the Health Insurance Portability and Accountability Act (HIPAA) and other jurisdictional laws when performing services electronically. These laws address electronic transactions, patient rights, and allowable disclosure and include requirements regarding data protection, firewalls, password protection, and audit trails. Social workers should give special attention to documenting services performed via the Internet and other technologies. They should be familiar with applicable laws that may dictate documentation standards in addition to licensure boards, third-party payers, and accreditation bodies. All practice activities should be documented and maintained in a safe, secure file with safeguards for electronic records.

It is the student’s responsibility to read and adhere to their field placements technology policy. If the student’s field placement does not have a formal technology policy, students must discuss with their field instructor their informal policies regarding technology use within their agency.

Due to the public nature of Social Network Sites (SNS) students are not permitted to “friend” clients in their field placement. Students are not permitted to discuss, comment, or post pictures that contain confidential information on SNS’s. It is also the student’s responsibility to adhere to professionalism on SNS’s. Unprofessional behavior such as negative comments regarding field placement sites, field instructors, clients, or professors will not be tolerated. Students may be brought up for disciplinary action within the social work program and/or the university if this policy is violated.

Q. Intern Placement Tracking System
The field program uses an on-line computer program called IPT (Intern Placement Tracking) to track students, agencies and field instructors contact information and field documentation.

At the beginning of the student’s first semester in placement, they will receive an email indicating their username and password, as well as a link for the IPT program. Upon receiving this email, they will be expected to log in and update/add additional contact information. Following that email, students will receive additional emails indicating when they have forms that are due, for example, the learning plan and field evaluation. All field documentation must be completed in the IPT program. The IPT website can be found at: www.runipt.com.

R. ADA Policy
The Americans with Disabilities Act of 1990 (ADA), patterned after Section 504, also protects qualified persons with disabilities from discrimination in many areas of postsecondary education including admission, academics, internships, and research. However, the ADA applies to all postsecondary educational programs even if such programs do not receive federal financial assistance.

Who is protected by the ADA:
Any individual who has a physical or mental impairment that substantially limits a major life activity (including academics); has a record of having such an impairment; or is regarded as having such an impairment is protected by the law.

Requirements Under the ADA:
Given legal mandates under the ADA, postsecondary institutions must make reasonable accommodations in order to provide students with disabilities an equal opportunity to participate in courses, programs, and activities. This includes extracurricular activities. These accommodations can be in the form of academic adjustments or modifications such as extended time for test taking or completing course work; substitution of specific courses to meet degree requirements; modification of test taking or performance evaluations so as not to discriminate against a person’s sensory, speaking or motor impairments, unless that is
what is being tested. Accommodations can also take the shape of auxiliary aids and services such as qualified sign language interpreters, note takers, readers, braille, large print, and electronic formats of print materials, and adaptive equipment.

Adapted from: American Psychological Association- DART Toolkit II: Legal Issues-ADA Basics

Section V: NASW Code of Ethics

The National Association of Social Worker’s Code of Ethics is updated through the years. It is up to the student/graduate to keep updated on any additions and changes to the Code. The NASW Code of Ethics can be accessed through the internet: [www.naswdc.org](http://www.naswdc.org).

Section VI: SCWK 491 & 492 – Field Instruction I and II

A. Theoretical Constructs and Goals of SCWK 491 and 492

The primary goal of the SENIOR FIELD INSTRUCTION (SCWK 491- 492) is the development of a student’s ability to integrate the curriculum’s liberal arts and professional foundations in the performance of a beginning social work role. This integration occurs primarily through application of social work knowledge, skills, and values to the 9 Practice Competencies identified above. Using a combination of a leadership skills model, conceptualized by M. Rank & W. Hutchison, in the Journal of Social Work Education, (Fall 2000, p. 495), the Planned Change Process Approach (B. Sheafor, et. al., Techniques & Guidelines for Social Work Practice); and The Council on Social Work Education’s 9 Practice Competencies with corresponding practice behaviors, we have developed the following experiential education framework in which the student is expected to demonstrate competency in the 9 Practice Competencies.

The above practice competencies are central to our program’s curriculum design and to the program’s outcome evaluation process. They are also central to the evaluation of each student’s performance in field instruction. (See Field Instruction Evaluation form).

As an objective of the second semester of field instruction (SCWK 492), all students will be able to competently execute a major planned change research project. The project will reflect the application of appropriate knowledge, skill, and values from the liberal arts courses in general.

It is also a goal of field instruction that students demonstrate competency in working with clients from special populations, i.e., especially racial or ethnic minorities, clients experiencing problems related to women’s issues, and/or the rural poor (See Exercise 2 Special Populations and the Planned Change Model).

It should be noted that these goals and objectives take into consideration the wide range of agency missions and client systems to which they will be applied.

B. The Learning Plan

The purpose of the Learning Plan is to map out a plan of action that both the student and the field instructor develop in order to accomplish the goals and objectives of the curriculum’s 9 Practice Competencies. This plan outlines those learning opportunities and challenges that the agency will provide the social work student while he or she is placed in that agency. It also outlines those activities that the student hopes to participate in while in the direct learning environment.

Students are encouraged by their seminar instructors to reflect on the Learning Plan at the end of the first semester and to revise the plan for the second semester. All plans must be completed in the IPT (Intern Placement Tracking) system.

The Learning Plan form is located in Section IX, page 49 of this manual.
C. SCWK 491/492 Field Exercises

The following written exercises will help you analyze and evaluate your performance in field instruction. They will also provide material for discussion in the field instruction seminar.

Try to write about situations in which you are the worker with primary responsibility. However, you may, if necessary, write about situations in which you are assisting your Field Instructor or other worker(s). In such cases, take care to share and discuss your written descriptions, analyses, and evaluations with that worker before discussing them in seminar. Special Note: All exercises must be submitted for review by your Field Instructor, and signed by your Field Instructor, before the seminar instructor can accept them. This means that you must allow ample time—between completion of each exercise and the deadline for submission of that exercise to the Seminar Instructor—for this review by your Field Instructor.

The exercises are designed to be completed in order. Exercise 8 focuses on research and should be started as early in the placement as possible in conjunction with your field instructor. A research proposal will be due at the end of the first semester. Your seminar instructor will give you a schedule of deadlines for submission of all exercises. Remember that the client system involved in the exercises can be individuals, families, small groups, organizations (including your agency), neighborhoods, or communities. Most client systems will be individuals, families, or small groups, but don’t overlook the other possibilities if they actually occur. For example, if your agency asks you to help improve some aspect of its own service delivery or administrative processes, the (immediate) client system is your own agency. Remember the importance of research and evaluation.

Exercise 1 – Description of the Placement Agency

- What is the mission and goals of your agency?
- Is the agency public, private non-profit or private for profit?
- Who are the client systems/target systems?
- What are the various services or service programs?
- What is the agency’s organizational structure?
- How do you and your Field Instructor fit into this organizational structure?
- What are the agency’s resources including professional and non-professional staff, budget and budget sources?
- What are the sources of legitimation?
- If the agency is part of a larger bureaucracy or association of agencies, what are the structural and resource relationships of this larger connection?
- With what other agencies in the local community does this agency have important relationships and what is the nature of these relationships?
- What are your assigned tasks? How do you see your tasks and role changing?
- How does your learning plan address these tasks?
- Overall, how does this agency further the goals and values of the social work profession?

Exercise 2 – Special Populations and the Planned Change Model

Select only one A, B, or C to discuss

Part A – Planned Change with Minority Clients
As part of your field instruction, you are expected to demonstrate competence in helping clients who belong to a racial or ethnic minority. Discuss selected stages of the planned change process in working with a selected client. In particular, discuss self-monitoring of your own attitudes, and sensitivity to any client attitudes, which may have been related to the client’s minority status. Students who lack relevant field exposure may use an actual situation at home, school or community.
Part B – Planned Change and Women’s Issues
Prepare a short written problem solving and planned change analysis and implementation/evaluation report on you and your agency’s efforts to help a client whose need or problem is significantly related to one of the following women’s issues: discriminatory social policy or services delivery, discrimination in the workplace, spouse abuse, single parenting, women’s self-help groups, women and addiction or organizing the feminist movement.

Part C – Planned Change and the Rural Urban Network
Briefly describe a situation in your regional network of agencies in which poor rural clients need to benefit from resources available in more urban parts of the rural-urban network. Develop a brief written rationale and action plan for meeting this need.

Exercise 3 – Political and Community Intervention/ Macro Advocacy
Select a case, problem situation, or agency program in which you are involved. In detail, state the assessment or problem definition on the basis of which you, the agency, and the client are taking or would propose to take action that involves MACRO ADVOCACY OR POLITICAL ACTION.

- Describe thoroughly the issue that needs political or macro advocacy. How did you determine this?
- What does the literature say about this issue?
- What specific steps were taken to advocate for this issue? Describe the advocacy or planned advocacy thoroughly.
- What intervention model comes closest to the strategies used by you and the agency in addressing this problem?
- Did you or the agency conduct any form of research to determine whether such strategies are achieving the intended goals? If so, describe.
- What was the outcome of the intervention?

Exercise 4 – Ethical Dilemmas in Social Work Practice
Your seminar instructor will provide you with this exercise asking you to deal with an ethical dilemma. Criteria for addressing this exercise will be addressed by your seminar instructor.

Exercise 5 – Intake, Engagement, Analytical Data Collection and Assessment
Select a case or problem situation in which you and the client system are involved. Write a careful, analytical description of the following:

- How did this client become a client?
- How did you develop rapport and engage this client?
- Complete an assessment of the client. This is the major part of this exercise. You should refer back to your SCWK 330 detailed psycho-social assessment outline for this assignment. The assessment is meant to be a detailed and complete psycho-social assessment. (you may want to refer to Chapter 8 in Cournoyer to review)
- What model do you plan to use in intervention?

Exercise 6 – Contracting, Planning, Intervention and Monitoring
Select a case or problem situation in which you are responsible for providing resources to the client, or for bringing about client-helpful changes in the behaviors or decisions of important people or systems in the client’s environment. (You may choose to use the same case as you used in Exercise 2). Write a careful, analytical description of the following:
Write a complete treatment plan for the client. (You will want to refer to Chapter 8 in Cournoyer and your SCWK 330 treatment plan format class material to review the development of treatment plans)

Then discuss:
- What did you do to get a mutual understanding of everyone’s responsibilities for working toward the goals? Remember the strategies will include actions taken by you as well as by the client system.
- What specific resources did you utilize within the community?
- How did you influence your client to achieve needed changes?
- Discuss how you plan to evaluate the achievement of the goals and the success of the intervention.
- Specifically discuss your intervention with the client toward the achievement of goals (e.g. Describe any networking problems or resistances encountered, Describe any advocacy on your part, describe any macro issues that need to be addressed as a result of your intervention with this client).
- How did you monitor this client through the intervention process?

Exercise 7 – Termination and Follow-Up

Select a case or problem situation in which you are involved. Specifically discuss the following:
- How did you evaluate the intervention? Be very specific here and refer back to your treatment plan... did you utilize a before/after evaluation tool? Did you utilize goal attainment scaling?
- Which goals were achieved? Which goals were not achieved? What is the plan for achieving these?
- Describe any referrals you made for the client for change maintenance.
- Specifically describe how you terminated your relationship with the client.
- What attempts were made to follow up with the client?
- If you are not going to, or have not terminated with a client, please write this exercise as if you would plan to terminate.

Exercise 8 – Research and Program Evaluation  STUDENTS NEED TO REFER TO:  

Westerfelt, A.  Planning and Conducting Agency-Based Research.  Longman Publishers, White Plains, NY  

This text was utilized for SCWK 450.

For this exercise, students are asked to do program evaluation of a program within your placement agency or evaluate your practice with regard to client intervention. This exercise does involve specific evaluative criteria, which may involve research. You will need your field instructor’s assistance with this exercise. This exercise needs the approval of both your field instructor and your seminar instructor by the end of your first semester.

Select a program or intervention model that can be quantitatively evaluated. If you wish to participate in a qualitative research project, this needs to be discussed and approved by your seminar instructor. You may choose to evaluate a program, or a client with whom you are intervening, and for which you would like to evaluate the accomplishment of treatment intervention or goals. For example, if you were facilitating a group of teenaged girls who had been abused, how would you know that group was successful? What type of measurement are you going to utilize to determine this? Many agencies have instruments already developed to do program evaluation (pre/post tests, self-esteem measures, child well-being scales, client satisfaction tools). You need to coordinate this with your field instructor to see if there is something that needs to be evaluated in the agency that would be useful information for them.

For the seminar instructors who require a proposal, it is due by the end of the first semester. The proposal must include the following:
- An introduction, and rationale for the need for the evaluation (how you and your field supervisor arrived at the decision to do this evaluation)
- A discussion of the protection of research participants if necessary
- A brief (minimum 3 pages) review of the literature with at least 5 sources
- The research question
• Your research methods or data collection plan (need to be very specific here – what instrument are you using, when are you going to collect the data, how are you going to control for confidentiality, what specifically is the intervention or program you are evaluating, who is your sample, etc.)
• Any limitations you anticipate (in some cases a research proposal may be prohibitive; the decision rests with your seminar and/or field instructor)

If possible, meaning completed intervention and client availability at the end of the student’s placement, your final research project is due, whether completed or not, by the end of the second semester. This needs to include the following:

• An introduction, and rationale for the need for the evaluation (how you and your field supervisor arrived at the decision to do this evaluation)
• A discussion of the protection of research participants if necessary
• The research question should be narrow and brief
• A brief (minimum 3 pages) review of the literature with at least 5 sources
• Your research methods or data collection techniques
• The data analysis for your data results (this needs to be aggregated and reported by frequency data)
• Conclusion and recommendations

D. Student Journals
Students will be required to post or keep a journal during their field experience. Please refer to the syllabus for 481 and 482 for the requirements of this journal and how the journal is to be submitted to the seminar instructor.

E. Timetable of Deadlines (SCWK 481-482)
These timetables are approximate. Please refer to your course syllabus for exact dates.

First Semester Deadlines

1. Placement Information Sheet: to Seminar Instructor.........................first week of class
2. Field Instruction Learning Plan: to Seminar Instructor .....................fifth week of class
3. Four exercises (including #1 first): to Seminar Instructor.................as scheduled
4. Student Evaluation by Field Instructor: to Field Liaison.....................by last week of semester
5. Research or program evaluation topic/design submitted ...............by last week of semester (depending upon the seminar instructor)

Second Semester Deadlines

1. Four exercises (including #8): to Seminar Instructor.........................as scheduled
2. Portfolio Review and Evaluation Process (PREP)..............................as scheduled
3. Student Evaluation by Field Instructor: to Field Liaison ...................by last week of semester
4. Student Evaluation of Field Agency: to Seminar Instructor ..........last day of classes
5. Student Evaluation of Social Work Curriculum .........................to Seminar Instructor last day of classes

F. Portfolio
The written and oral portfolio presentation is the capstone of the social work program, and is presented the final semester of the student’s educational career. Students must pass the portfolio to pass SCWK 482. A thorough discussion of the
portfolio requirements and rating is contained in Section XII of this manual.

G. Forms Used in Field Instruction SCWK 491-492 – Field Instruction 1 & 2
Agency Specific Learning Plan and Evaluation (one document)
Student Evaluation of Field Agency Form (upon completion of placement) Curriculum
Evaluation Form (upon completion of placement)
If student is seeking a Child Welfare Certificate, there is a Field Evaluation specific to the Child Welfare placement
– Field Evaluation for Child Welfare

Forms for SCWK 491/492 are located in Section IX of this manual.
SECTION VII – FORMS FOR SCWK 491/492
FIELD INSTRUCTION I & II

Ferris State University Social Work Program

Bachelors of Social Work Learning Plan/Evaluation

Date: _______________________________  Semester: ____________________________

Intern Name: _______________________________

Field Agency: _______________________________  Field Instructor ____________________________

Instructions for Completing the **Learning Plan** Portion of this document

A learning plan is required from all students currently placed at a field agency. The purpose of the learning plan is to map out a plan of action, developed by both the student and the field instructor, in order to accomplish the goals and objectives of the curriculum’s Nine Practice Competencies. This plan outlines learning opportunities and challenges that the agency will provide the student while he/she is placed with the agency. It also outlines activities that the student hopes to participate in while in the direct learning environment. Students are required by their seminar instructors to revise their plan for the second semester of placement and reflect on the learning plan at the end of each semester. The learning plan should be completed, signed by student, field instructor, and FSU faculty by the end of the student’s first month of placement.

Instructions for Completing the **Evaluation** Portion of this document

Please use the 10-point scale below to rate the skill level (and the degree of consistency, as applicable) for each learning activity item. Use the anchors in the scale to guide your rating of the student’s skill level for each item on a continuum from “0” (skill is not developed) to “10” (skill is mastered). Ratings on items for each semester can range from 0 to 10 depending on the student’s skill level. Please use the full scale from 0 to 10, as appropriate, to rate the skill level of the student regardless of the semester. For example, a student in the first semester can be rated an “8” on any item if that skill is fully developed and consistently demonstrated in field at that time. Conversely, a student in the second semester can be rated a “2” on any item if that skill is only beginning to develop at that time. It may be that a specific skill was not observed, and therefore cannot be rated, during the first semester and a rating of “N/O” may be appropriate. Please note that ALL SKILLS NEED TO BE RATED BY THE END OF THE SECOND SEMESTER, showing that the student has achieved competency, therefore a score of “N/O” is not acceptable in the second semester evaluation. At the end of each competency section, we have also included a “Field Instructor Reflection” area and ask that you provide a brief justification for the scoring you assigned to the student.

Rating Scale:

0 = Skill is not developed
2 = Skill is beginning to develop
4 = Skill is still developing and is not consistent
6 = Skill is developed and is mostly consistent
8 = Skill is fully developed and consistent
10 = Skill is mastered; exceeds all standards

Skill is not developed (0)  Skill is mastered (10)

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N/O = There was no opportunity for the student to demonstrate skills in this area.
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<thead>
<tr>
<th>Competency #1:</th>
<th>Student Intern Demonstrates Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behavior</td>
<td>Task/Activity</td>
</tr>
<tr>
<td>1.1 Makes 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.</td>
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<tr>
<td>Example: Student will discuss ethical issues with field supervisor and fellow co-workers as they arise, referring to the NASW Code of Ethics whenever appropriate, on a weekly basis.</td>
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<td>1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
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<td>1.3. Demonstrates professional demeanor in behavior, appearance and oral, written and electronic communication.</td>
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<td>1.4. Uses technology ethically and appropriately to facilitate practice outcomes.</td>
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<tr>
<td>1.5 Uses supervision and consultation to guide professional judgement and behavior.</td>
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Competency 1: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing and exceed the expected range.

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</table>
Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

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<tr>
<th>Competency #3: Student Intern Advances Human Rights and Social, Economic, and Environmental Justice</th>
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<tbody>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>Task / Activity</td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td>3.1 Applies their understanding of social, economic and environmental justice to advocate for human rights at the individual and systems levels.</td>
</tr>
<tr>
<td>Example: Student will identify policies currently in place regarding human trafficking, to be completed by mid-semester evaluation.</td>
</tr>
<tr>
<td>3.2 Engages in practices that advance social, economic and environmental justice.</td>
</tr>
</tbody>
</table>

Competency 3: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing and exceed the expected range.

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</table>
Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

__________________________________________________________________________________________________________________________________________________________________________________________

<p>| Competency #4: Student Intern Engages in Practice-informed Research and Research-informed Practice |</p>
<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Task / Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Uses practice experience and theory to inform scientific inquiry and research</td>
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<tr>
<td>Example: Student will review agency feedback surveys and compile thoughts regarding agency-provided services. Will be completed by the end of second semester.</td>
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<tr>
<td>4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
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<tr>
<td>4.3 Uses and translates research evidence to inform and improve practice, policy and service delivery.</td>
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Competency 4: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing and exceed the expected range.

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</table>
Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

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<tr>
<th>Competency #5: Student Intern Engages in Policy Practice</th>
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<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.</td>
</tr>
<tr>
<td>5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.</td>
</tr>
<tr>
<td>Example: Student will research current legislation that impacts the Department of Health and Human Services and the clients served. To be completed by mid-semester evaluation.</td>
</tr>
<tr>
<td>5.3 Applies critical thinking to analyze, formulate and advocate for polices that advance human rights and social, economic and environmental justice.</td>
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</table>

Competency 5: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing and exceed the expected range.
Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):


Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):


### Competency #6: Student Intern Engages with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Task / Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td></td>
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<tr>
<td>6.2 Uses empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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<tr>
<td>Example: Student will work to ensure every conversation held with a client is done in an empathetic fashion, reflecting student’s understanding of client’s point-of-view. To be observed throughout the semester by field supervisor.</td>
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Competency 6: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing and exceed the expected range.

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</table>
Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

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**Competency #7: Student Intern Assesses Individuals, Families, Groups, Organizations, and Communities**

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<tr>
<th>Practice Behavior</th>
<th>Task / Activity</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.</td>
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<tr>
<td>7.2 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
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<tr>
<td>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges with clients and constituencies. Example: Student will assist foster care staff in developing initial service plans, updated service plans and permanent ward service plans. To be completed throughout the semester.</td>
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</tbody>
</table>
7.4 Selects appropriate intervention strategies based on the assessment, research, knowledge, values and preferences of the clients and constituencies.

Competency 7: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing and exceed the expected range.

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Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

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Competency # 8: Student Intern Intervenes with Individuals, Families, Groups, Organizations and Communities

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<th>Practice Behavior</th>
<th>Task / Activity</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td>Example: Student will participate weekly in Family Team Meetings, working with parents and children to develop goals and objectives.</td>
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<tr>
<td>Competency</td>
<td>Description</td>
<td>First Semester</td>
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<tr>
<td>8.2</td>
<td>Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
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<td>8.3</td>
<td>Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
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<td>8.4</td>
<td>Negotiates, mediates and advocates with and on behalf of diverse clients and constituencies.</td>
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<tr>
<td>8.5</td>
<td>Facilitates effective transitions and endings that advance mutually agreed-upon goals.</td>
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<tr>
<td>8.6</td>
<td>Promotes social and economic justices causes through political advocacy and community intervention.</td>
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</table>

Competency 8: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.
Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

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<tr>
<th>Competency #9: Student Intern Evaluates Practice with Individuals, Families, Groups, Organizations and Communities</th>
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<tbody>
<tr>
<td><strong>Practice Behavior</strong></td>
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<tr>
<td>9.1 Selects and uses appropriate methods for evaluation of outcomes.</td>
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<tr>
<td>Example: Student will evaluate client progress with client in face to face meetings on a weekly basis.</td>
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<tr>
<td>9.2 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
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<tr>
<td>Example:</td>
</tr>
<tr>
<td>9.3 Critically analyzes, monitors and evaluates intervention and program processes and outcomes.</td>
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<td>Example:</td>
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</table>
9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

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Competency 9: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

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This section to be completed at the end of the first semester

Number of hours completed__________________________

I have reviewed this document with my intern and certify that the information contained in this document, including the number of hours worked, is accurate to the best of my knowledge.
Field Instructor’s Signature______________________________________________

I have reviewed this document with my field supervisor and certify that the information contained in this document, including the number of hours worked, is accurate to the best of my knowledge.

Student Signature_____________________________________________________

Seminar/Field Liaison Instructor Signature_________________________________

This section to be completed at the end of the second semester

Number of hours completed__________________________

I have reviewed this document with my intern and certify that the information contained in this document, including the number of hours worked, is accurate to the best of my knowledge.
Field Instructor’s Signature______________________________________________

I have reviewed this document with my field supervisor and certify that the information contained in this document, including the number of hours worked, is accurate to the best of my knowledge.

Student Signature_____________________________________________________

Seminar/Field Liaison Instructor Signature_________________________________
Instructions for Completing the Learning Plan Portion of this document

A learning plan is required from all students currently placed at a field agency. The purpose of the learning plan is to map out a plan of action, developed by both the student and the field instructor, in order to accomplish the goals and objectives of the curriculum’s Nine Practice Competencies. This plan outlines learning opportunities and challenges that the agency will provide the student while he/she is placed with the agency. It also outlines activities that the student hopes to participate in while in the direct learning environment. Students are required by their seminar instructors to revise their plan for the second semester of placement and reflect on the learning plan at the end of each semester. The learning plan should be completed, signed by student, field instructor, and FSU faculty by the end of the student’s first month of placement.

Instructions for Completing the Evaluation Portion of this document

Please use the 10-point scale below to rate the skill level (and degree of consistency, as applicable) for each learning activity item. Use the anchors in the scale to guide your rating of the student’s skill level for each item on a continuum from “0” (skill is not developed) to “10” (skill is mastered). Ratings on items for each semester can range from 0 to 10 depending on the student’s skill level. Please use the full scale from 0 to 10, as appropriate, to rate the skill level of the student regardless of the semester. For example, a student in the first semester can be rated an “8” on any item if that skill is fully developed and consistently demonstrated in field at that time. Conversely, a student in the second semester can be rated a “2” on any item if that skill is only beginning to develop at that time. It may be that a specific skill was not observed, and therefore cannot be rated, during the first semester and a rating of “N/O” may be appropriate. Please note that ALL SKILLS NEED TO BE RATED BY THE END OF THE SECOND SEMESTER, showing that the student has achieved competency, therefore a score of “N/O” is not acceptable in the second semester evaluation. At the end of each competency section, we have also included a “Field Instructor Reflection” area and ask that you provide a brief justification for the scoring you assigned to that student. For those students completing the Child Welfare Certificate, additional competencies were determined by the Department of Health and Human Services and are indicated in this learning plan/evaluation.

Rating Scale:
0 = Skill is not developed
2 = Skill is beginning to develop
4 = Skill is still developing and is not consistent
6 = Skill is developed and is mostly consistent
8 = Skill is fully developed and consistent
10 = Skill is mastered; exceeds all standards

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<tr>
<th>Skill is not developed (0)</th>
<th>Skill is mastered (10)</th>
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<tr>
<td>N/O = There was not opportunity for the student to demonstrate skills in this area during this semester.</td>
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</table>
## Competency #1: Student Intern Demonstrates Ethical and Professional Behavior.

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<tr>
<th>Practice Behavior</th>
<th>Task / Activity</th>
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<tbody>
<tr>
<td>1.1 Makes 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.</td>
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<tr>
<td>Example: Student will discuss ethical issues with field supervisor and fellow co-workers as they arise, referring to the NASW Code of Ethics whenever appropriate, on a weekly basis.</td>
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<td>1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
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<td>1.3 Demonstrates professional demeanor in behavior, appearance and oral, written and electronic communication.</td>
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<td>1.4 Uses technology ethically and appropriately to facilitate practice outcomes.</td>
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<td>1.5 Uses supervision and consultation to guide professional judgement and behavior.</td>
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### CWTI Child Welfare Certificate Competencies

Demonstrates an understanding of the roles, responsibilities and mission of (the agency), DHS; the family (including extended family members; and other agencies in the identification, assessment, and planning of services.

Demonstrate an understanding of how to work collaboratively with the family, extended family, substitute care-givers, other staff within the same agency, and other agencies to assure timely and coordinated services.

Competency 1: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing and exceed the expected range.

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</table>
Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):


Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):


<table>
<thead>
<tr>
<th>Competency #2:</th>
<th>Student Intern Engages in Diversity and Difference in Practice</th>
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</thead>
<tbody>
<tr>
<td><strong>Practice Behavior</strong></td>
<td><strong>Task / Activity</strong></td>
</tr>
<tr>
<td>2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro level.</td>
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<tr>
<td>2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences.</td>
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<tr>
<td>Example: Student intern will participate in Family Team Meetings whenever appropriate, initiating conversations with clients as the experts of their own experiences.</td>
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<tr>
<td>2.3 Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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</table>

CWTI CHILD WELFARE CERTIFICATE COMPETENCIES

Demonstrate knowledge of the values and principles of child welfare practice and the NASW Code of Ethics.
Engage with clients and colleagues in an ethical
to modeling the core values of the profession
and child welfare practice.

Competency 2: Scores in red are not passing; scores in green are passing and within the expected range; scores in
blue are passing and exceed the expected range.

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Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):
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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you
achieved on this competency and why?):
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Competency #3: Student Intern Advances Human Rights and Social, Economic, and Environmental Justice

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<tr>
<th>Practice Behavior</th>
<th>Task / Activity</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>3.1 Applies their understanding of social, economic and environmental justice to advocate for human rights at the individual and systems levels.</td>
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<tr>
<td>Example: Student will identify policies currently in place regarding human trafficking, to be completed by mid-semester evaluation.</td>
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<tr>
<td>3.2 Engages in practices that advance social, economic and environmental justice.</td>
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43
Demonstrate an understanding of the role of child welfare in identifying child abuse and neglect and of assuring protection and permanence for children.

Competency 3: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing and exceed the expected range.

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Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

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Competency #4: Student Intern Engages in Practice-informed Research and Research-informed Practice

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<tbody>
<tr>
<td>4.1 Uses practice experience and theory to inform scientific inquiry and research</td>
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<tr>
<td>Example: Student will review agency feedback surveys and compile thoughts regarding agency-provided services. Will be completed by the end of second semester.</td>
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</tbody>
</table>
4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

4.3 Uses and translates research evidence to inform and improve practice, policy and service delivery.

**CWTI CHILD WELFARE CERTIFICATE COMPETENCIES**

- Demonstrates an understanding of cultural diversity and how it affects behavior and the delivery of child welfare services.
- Demonstrates an understanding of how diversity impacts the casework relationship and practices strategies to develop positive relationships with family members with diverse backgrounds.

Competency 4: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

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Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

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### Competency #5: Student Intern Engages in Policy Practice

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<tbody>
<tr>
<td>5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.</td>
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<tr>
<td>5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.</td>
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<tr>
<td>Example: Student will research current legislation that impacts the Department of Health and Human Services and the clients served. To be completed by mid-semester evaluation.</td>
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**CWTI CHILD WELFARE CERTIFICATE COMPETENCIES**

- Demonstrates an understanding of the legal rights of family members by interacting in a way that does not violate their legal rights or create a liability for the student or agency.
- Demonstrates an ability to recognize issues of fairness as it relates to the well-being of families.

Competency 5: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.

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Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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### Competency #6: Student Intern Engages with Individuals, Families, Groups, Organizations, and Communities

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<tr>
<th>Practice Behavior</th>
<th>Task / Activity</th>
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<tbody>
<tr>
<td>6.1 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
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<tr>
<td>6.2 Uses empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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<tr>
<td>Example: Student will work to ensure every conversation held with a client is done in an empathetic fashion, reflecting student’s understanding of client’s point-of-view. To be observed throughout the semester by field supervisor.</td>
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**CWTI CHILD WELFARE CERTIFICATE COMPETENCIES**

- Demonstrates knowledge of best practices in child welfare practice.
- Demonstrates an ability to collect data on foster home visits to inform practice.

Competency 6: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.
Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

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Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

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<th>Competency #7: Student Intern Assesses Individuals, Families, Groups, Organizations, and Communities</th>
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<td>Practice Behavior</td>
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<tr>
<td>7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.</td>
</tr>
<tr>
<td>7.2 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
</tr>
<tr>
<td>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges with clients and constituencies.</td>
</tr>
</tbody>
</table>

Example: Student will assist foster care staff in developing initial service plans, updated service plans and permanent ward service plans. To be completed throughout the semester.
7.4 Selects appropriate intervention strategies based on the assessment, research, knowledge, values and preferences of the clients and constituencies.

<table>
<thead>
<tr>
<th>CWTI CHILD WELFARE CERTIFICATE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates and understanding of age appropriate behavior, parental involvement, and the relationship between child behavior and underlying development delays/disabilities. Student can identify appropriate referrals for services.</td>
</tr>
<tr>
<td>Utilizes appropriate theoretical framework to assess client.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 7: Scores in <strong>red</strong> are not passing; scores in <strong>green</strong> are passing and within the expected range; scores in <strong>blue</strong> are passing but exceed the expected range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
</tr>
</tbody>
</table>

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Task / Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1</strong> Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies. Example: Student will participate weekly in Family Team Meetings, working with parents and children to develop goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.2</strong> Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.3</strong> Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.4</strong> Negotiates, mediates and advocates with and on behalf of diverse clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.5</strong> Facilitates effective transitions and endings that advance mutually agreed-upon goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.6</strong> Promotes social and economic justice causes through political advocacy and community intervention.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CWTI CHILD WELFARE CERTIFICATE COMPETENCIES**

Demonstrates an understanding of the responsibilities of the agency in responding to the complaints of mistreatment, providing in-home services, and providing temporary substitute care and/or permanent homes for children.
<table>
<thead>
<tr>
<th>Competency</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates an understanding of the factors relevant to determining the recommendation and process involved in terminating parental rights.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Demonstrates an understanding of the legal and philosophical basis of child welfare practice.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Demonstrates an understanding of the legal and operational definitions of physical abuse, sexual abuse, neglect and mental injury.</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Competency 8: Scores in red are not passing; scores in green are passing and within the expected range; scores in blue are passing but exceed the expected range.

Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):

__________________________________________________________

__________________________________________________________

__________________________________________________________

Student Reflection (In what ways have you demonstrated this competency this semester? What grade do you feel you achieved on this competency and why?):

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
### Competency #9: Student Intern Evaluates Practice with Individuals, Families, Groups, Organizations and Communities

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Task / Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2 Applies knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.3 Critically analyzes, monitors and evaluates intervention and program processes and outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
<td></td>
<td></td>
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</tbody>
</table>

**CWTI CHILD WELFARE CERTIFICATE COMPETENCIES**

- Demonstrates ability to initiate intensive in-home services and mobilize, when appropriate, extended family resources to prevent removal of the child from the home.
- Demonstrates an understanding of criteria for foster parent designation.
- Demonstrates an ability to work with children.

Competency 9: Scores in **red** are not passing; scores in **green** are passing and within the expected range; scores in **blue** are passing and exceed the expected range.
Field Instructor Reflection (Please comment on how the student demonstrated this competency during this semester):
________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________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FERRIS STATE UNIVERSITY
SOCIAL WORK PROGRAM
SCWK 492
STUDENT EVALUATION OF FIELD INSTRUCTION AGENCY

Name of Agency

Address

Field Instructor

Student

I.  In what ways have you found the agency to be a place for learning social work skills and developing personal and professional growth? (Please be specific).

II. What areas did you find as less than satisfactory in your agency placement? (Please be specific).
III. Overall, I would rate my field instruction in this agency as:

Excellent____ Good____ Satisfactory____ Unsatisfactory____

A. Comment on your Field Instructor’s... (please answer with specific details)

1) ... responsiveness to your insight and concerns:

2) ... accessibility for supervisory time:

3) ... fairness and objectivity in supervising and evaluation you:
4) ... guidance of your social work skill and knowledge development

IV. I recommend that this agency...
   _____ should be retained as a field instruction site.
   _____ should not be retained as a field instruction site.
   Elaborate.

V. I recommend that my Field Instructor...
   _____ should be retained as a field instruction site.
   _____ should not be retained as a field instruction site.
   Elaborate.

Signature (optional) __________________________________________________________

Date ________________________________________________________________
Section VIII: General Education Outcomes

General Education Outcomes
(College of Arts and Sciences, 1991)

The following general education outcomes should be shared by all Ferris graduates, regardless of their major program of study. These outcomes are aimed at providing the skills, flexibility, and knowledge base needed for personal competence, responsible citizenship, and continuing career development and advancement beyond graduation.

1. Communication Competence. Graduates of Ferris should be able to read, write, speak, and listen effectively in a variety of professional and community situations where complex issues are at stake.

2. Life-long Learning and Organizational Skills. Graduates should demonstrate skills that are critical not only for success in college course work but also for life-long learning and effective performance of personal and professional responsibilities. These include:
   a. Library and Information Skills – the ability to identify, access, and evaluate information and materials as needed for both personal and professional purposes.
   b. Project Organization Skills – the ability to organize individual and group projects with effective time-management, goal-setting, and resource allocation strategies.
   c. Collaborative Skills – the ability to work as part of a team, to learn and teach cooperatively, to appreciate individual differences, and to assess one’s own and other’s roles in a working group.
   d. Computer Competence – the ability to use (and learn more about) computers, as needed, in their personal and professional lives.

3. Quantitative Skills. Because of the increasing importance of math and statistics in everyday life and the professions, graduates of Ferris should demonstrate functional mathematical competence (e.g., in computations and problem-solving), the ability to employ quantitative reasoning, and understanding of elementary statistics and their use.

4. Reasoning Ability. Graduates should demonstrate competence in problem-solving, critical thinking, and independent decision-making with respect to both personal and professional issues. Graduates should also be able to apply principles of ethical decision-making, valuing, and civic responsibility in both their personal and professional lives.

5. Scientific Understanding. In light of the pervasive relevance of science and technology to both everyday life and the professions, graduates should have a basic understanding of scientific concepts, scientific methods, and contemporary issues in science and technology. They should also be able to read, understand, and assess medical and environmental issues they may encounter as well as community or political issues involving science, technology, and medicine.

6. Social Awareness. In a culturally diverse nation and a changing world, social awareness is essential to graduates’ interpersonal relationships, professional competence, and responsible citizenship. Therefore, graduates should be able to understand and address issues involving social institutions, interpersonal and group dynamics, social tradition and change, cultural diversity, and human development and behavior.
7. Global Consciousness. In an increasingly interdependent world and global economy, graduates should be able to demonstrate a working knowledge of the world, its diverse cultures, and the geographic, economic, cultural, and historical interrelationships of nations and peoples.

8. Cultural Enrichment. Graduates should be able, though the humanities, arts, and literature, to enrich their own lives, to increase their understanding of themselves and their culture, and to expand their understanding of others’ experiences and cultures – including the experience and cultures of other nations and cultural traditions.

Section IX: Ferris State University Social Work Competencies 6-9 - Planned Change Model

FERRIS STATE UNIVERSITY
SOCIAL WORK PROGRAM
PLANNED CHANGE MODEL – PRACTICE COMPETENCIES 6-9

The Planned Change Model is part of our basic philosophical and operational approach to learning the knowledge, values and skills of social work practice. Students are expected to demonstrate competency in 6 areas described below within Practice Competency #10:

- Intake and Engagement
  Micro-Practice: This includes establishing rapport with the clients, with particular sensitivity to ethnic or cultural issues. It is assumed the student will understand how to engage involuntary or hostile clients, or issues specific to particular client populations (such as denial with chemically dependent clients). It includes the beginning skills of preliminary review of data received upon intake, preliminary planning for initial contact with the client, possible review of appropriate research based knowledge, and consultation with one’s supervisor or team. It also includes knowledge of community resources for possible referrals.
  Macro-Practice: In macro practice this includes becoming aware of community resources, understanding political systems, understanding the social service delivery system and involving one’s self in community task forces, committees, etc. It also involves understanding and knowledge of key stakeholders in the community. At this level, social workers often identify large issues that need to be addressed to enable the well-being of client populations as a whole.

- Data Collection and Assessment
  Micro-Practice: This includes utilizing appropriate skills toward gaining an understanding about the person in environment specific to the identified issue(s). This may include utilizing data collection instruments, such as genograms, life history grids, life cycle matrix, and ecomaps, identification of client strengths, social history, etc. It involves the use of technology to further information gathering. Once information is received, an assessment of the client’s functioning is completed.
  Macro-Practice: In macro practice an organizational needs assessment is completed. An assessment of unmet needs takes place. Assets mapping for the community is usually completed. An identification of community resources is usually completed. A history of the identified community is important for understanding the political and social systems.

- Planning and Contracting
  Micro-Practice: From the assessment, issues are identified and clarified. Alternative interventions and strategies are explored with the objective of empowering clients to improve social functioning and adaptation, or working with organizations toward social change. Goals and objectives are established that are measurable for evaluation purposes. Appropriate courses of action are explored, and a contract for work is established. Technological advances are utilized.
  Macro-Practice: Similar to micro-practice, interventions and strategies are explored with the objective toward social or political change. Goals and objectives are established with the ultimate goal of social justice. Legislation may be drafted, policies written/re-written, key stakeholders are identified and involved. Technological advances
utilized for communication. Working with the community or societal structures, the generalist social worker assumes the role of planner to set goals and develop policies. Strategies associated with the planner role also include research.

- **Intervention and Monitoring**
  Micro-practice: Deciding on the appropriate intervention involves applying appropriate research based knowledge. Intervention takes place on several levels. Micro intervention happens with a particular identified client and the selection of intervention strategies are implemented. Skills such as empowerment and encouragement, reinforcement, behavioral rehearsal, focusing, educating, advising, advocating, reframing, confronting, process recording are utilized in this phase.
  Macro-Practice: Intervention at the macro level may involve advocacy for individual clients or client populations within the community or in the political arena. Policies and legislation are implemented and monitored for effectiveness toward stated goals. The generalist social worker may be involved with initiating programs. Social workers take on the role of activist by influencing the allocation of resources, lobbying for legislative change or initiating court action.

- **Evaluation and Termination**
  Micro-Practice: Evaluation involves clinical evaluation of the specific intervention, evaluation of one’s self as a practitioner, as well as program or agency evaluation. Client self-rating scales, goal attainment scaling, and single subject research projects are all ways in which to evaluate intervention. Evaluation of the practitioner may involve peer review, supervisor evaluation or client satisfaction as well as success of the intervention. Self-evaluation also involves a consistent process of the appropriate use of self in the helping process, as well as an assessment of self with regard to social work values and ethics. Termination involves reviewing the process of intervention and evaluating progress toward the identified goals, and a saying good-bye process. Final process recordings and paperwork completion is also part of the termination process.
  Macro-Practice: Evaluation at the macro level usually involves the evaluation of policies or legislation affecting client population. It may also involve scholarly research of existing or new systems. Program evaluation typically involves evaluation of the program against set outcome benchmarks. Assessment of whether or not policy or legislation is effective for client populations involves engaging the client population in surveys, focus groups or other evaluation methods. Following the evaluation process, recommendations for policy or legislative changes are developed.

- **Political Advocacy and Community Organization**
  The purpose and definition of the Political Advocacy and Community Organization competency is: 1) to prepare a student to successfully negotiate the complex network of community services. 2) Assist the student in their understanding the role and connection of the political institution to the wide array of agency services and funding mechanisms. 3) Helps the student to skillfully advocate on the client’s behalf both inside and outside the placement agency. 4) Helps the student to gain an awareness of gaps in the service and resource network(s). 5) Develops skill in using various forms of macro intervention models to create change in the client’s environment. 6) Helps the student to gain an understanding of the connection between the four levels of the Systems Ecological Framework, e.g., Micro, Meso, Exo, and Macro. It is a dynamic macro-systems approach to planned change which provides a systematic “blueprint for defining and organizing the institutional life of the society” where local, state, and federal legislation plays a major role in client intervention.
Section X: Portfolio Guidelines and Evaluation

FERRIS STATE UNIVERSITY
SOCIAL WORK PROGRAM
(revised November 2015)

Portfolio Review, Format Guidelines and Evaluation Process

Introduction

The purpose of the portfolio requirement is to give social work seniors an opportunity to document and discuss their educational growth throughout the undergraduate experience. The following portfolio format guidelines and evaluation criteria give some sense of the complexity and necessary variability of this requirement. Obviously, no portfolio can equally excel in all of the identified areas. Nevertheless, the format guidelines and evaluation criteria can serve as a guide to students as they prepare their portfolios as well as an evaluation format for portfolio panel members.

Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The BSW curriculum prepares its graduates for generalist practice through mastery of 9 core competencies. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. (CSWE 2015 EPAS).

The portfolio primarily documents a student’s mastery of these 9 Practice Competencies as required by the Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS), and the 8 categories of General Education for Ferris State University. Students are directed to the Ferris State University Social Work Program Mission, Goals and Practice Competencies document appended to this document and also located in the Program Field Manual and the Student Manual for detailed information about each of the competencies. Information about the General Education Outcomes for Ferris State University are also included in these manuals.

Format Guidelines

Students and evaluators are reminded of the following portfolio format guidelines.

Students may consult with their faculty advisor, but the seminar instructor’s direction must be followed.

1. Include a minimum of 24 documents (papers; examinations; video or audio tapes; objects of art; written descriptions of learning experiences, campus extracurricular activities, field experiences, etc.) of student’s own choosing (free choice documents). This document number is a minimum requirement. Students are encouraged to document more than one paper for each of the criterion categories, and to consult with their seminar instructor for specific instructions for their class.

2. All documents should be products of Ferris course work or of BSW-related course work at other institutions- or of recognized campus extracurricular activities some of which you have been compiling from the time you entered Ferris. This includes all types of academic work: classroom, laboratory, special activities, field instruction, etc. It also includes any elective course work, which the student believes has contributed to his/her development as a professional social worker and world citizen. (This guideline does not
deny that much education takes place outside of the academic arena. However, the purpose of the portfolio is to document educational growth within the academic arena.)

3. Include an introductory rationale statement. This consists of justifications, one for each document, explaining why the document has been included. In other words, the rationale statement describes in what way the documents give evidence that the student has achieved the educational outcomes or competencies of the liberal arts (general education) and social work professional knowledge, values, and skills. (See attached information on competencies.)

The rationale statements should include the following:
   a. WHY you chose the document
   b. A BRIEF summary of what is in the document
   c. Why a social worker would need this particular skill
   d. Relate the document and the criterion back to the NASW Code of Ethics

4. Must include Exercises 5, 6, and 7: “Planned Change Model,” from the field instruction manual as documents included under Criterions 6-9. (Mandatory documents.)

5. Include introductory and conclusion statements for the entire portfolio. (Mandatory documents)

6. Exercise 8 research from the field exercises is to be included in Criterion 4. (Mandatory document)

7. The written portfolio should be submitted to the student’s seminar instructor in a loose-leaf notebook, or electronic portfolio no less than two weeks before the scheduled portfolio presentation.

The order of the written portfolio should be in three parts:

   Part A: Introductory Statement
   Part B: Rationale Statements for each of the criterion and all the documents for that criterion, by criterion number. Criterions should be clearly labeled and divided.
   Part C: Conclusion Statement

Students should focus attention on:

   1. Selection of the most important documents
   2. Preparation of the rationale, introductory and conclusion statements
   3. Preparation of the oral presentation.

The portfolio will be reviewed by the student’s seminar instructor.
8. Prepare an oral presentation on the portfolio that will not be less than forty minutes. The remaining twenty minutes of the total portfolio presentation must be reserved for answering panel questions and engaging in dialogue.

9. The portfolio will be graded by the seminar instructor with input from the committee members. The attached Portfolio Evaluation will be utilized as the process for evaluation.

10. Attendance at the portfolio presentation at the minimum should include the student’s seminar instructor, faculty advisor, and one faculty member from a discipline other than social work (it is the student’s responsibility to extend the invitations at a time convenient for the faculty members). Other invitees are seminar classmates, and any other persons of the student’s or seminar instructor’s choosing. It is recommended that the student and seminar instructor coordinate their efforts for invitations and guest list.

11. PLEASE NOTE: TO PASS THE PORTFOLIO, STUDENTS MUST EARN A MEAN SCORE OF 2.0 ON THE ENTIRE PORTFOLIO. THE MEAN SCORE WILL BE FIGURED FROM THE SCORES ON EACH OF THE PORTFOLIO CRITERION.
FERRIS STATE UNIVERSITY SOCIAL WORK PROGRAM
PORTFOLIO EVALUATION

Criterion 1:
Practice 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 all levels. Social Workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Observable Practice Behaviors:

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

<table>
<thead>
<tr>
<th>4: Excellent</th>
<th>3: Above Average</th>
<th>2: Average</th>
<th>1: Below Average</th>
<th>0: Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents chosen clearly establish competency, inclusive of the 5 observable behaviors. There are more two or more document for this competency, establishing excellence above the minimum requirements. Rationale statement is clearly written, inclusive of all four elements required. Rationale statement well written, including an introduction and conclusion to the statement, excellent grammar, sentence structure, punctuation and citations as needed. Oral presentation was used for this competency, and informs the audience of the written rationale statement to the degree the audience is able to adequately grade the criterion.</td>
<td>Documents chosen clearly establish competency, but don’t clearly include all the observable behaviors for this competency. There are at least two documents chosen for this criteria. Rationale statement is clearly written, and includes all four elements required. Statement includes an introduction and conclusion, and the composition is above average. Oral presentation was used for this competency, but lacks the depth required for the audience to adequately grade the criterion.</td>
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Comments:
Criterion 2:
Practice 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.

Observable Practice Behaviors:
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

<table>
<thead>
<tr>
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Comments:
Criterion 3:
Practice 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, and adequate standard of living, health care, and education.

Observable Practice Behaviors:
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. Engage in practices that advance social, economic, and environmental justice

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Comments:
Criterion 4:

Practice 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.

Observable Practice Behaviors;
1. Use practice experience and theory to inform scientific inquiry and research;
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. Use and translate research evidence to inform and improve practice, policy and service delivery.

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Comments:
Criterion 5:
Practice 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.

Observable Practice Behaviors:
1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. Assess how social welfare and economic policies impact the delivery of and access to social services;
3. Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.

4: Excellent
Documents chosen clearly establish competency, inclusive of the 3 observable practice behaviors. There are more two or more document for this competency, establishing excellence above the minimum requirements.

Rationale statement is clearly written, inclusive of all four elements required. Rationale statement well written, including an introduction and conclusion to the statement, excellent grammar, sentence structure, punctuation and citations as needed.

Oral presentation was used for this competency, and informs the audience of the written rationale statement to the degree the audience is able to adequately grade the criterion.

3: Above Average
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Rationale statement is clearly written, and includes all four elements required. Statement includes an introduction and conclusion, and the composition is above average.

Oral presentation was used for this competency, but lacks the depth required for the audience to adequately grade the criterion.

2: Average
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Oral presentation was not used for this competency.

1: Below Average
Documents chosen do not establish competency. There is only one document chosen for this criteria.

Rationale statement does not include all four elements and is poorly written.

Oral presentation was not used for this competency.

0: Unacceptable
The documents chosen for this criteria do not relate to the competency.

Rationale statement does not include all four elements and is very poorly written.

Oral presentation was not used for this competency.

Comments:
Criterion 6:
Practice 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.

Observable Practice Behaviors:
1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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Comments:
Criterion 7:  
Practice 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.

Observable Practice Behaviors:
1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;  
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;  
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and  
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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Comments:
Criterion 8:
Practice Competency 8
Intervenes 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.

Observable Practice Behaviors:
1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
2. Apply knowledge of human behavior and the social environment, personal-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5. Facilitate effective transitions and endings that advance mutually agreed-on goals
6. Promote social and economic justice causes through political advocacy and community intervention.

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Comments:
Criterion 9:
Practice Competency 9
Evaluates 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.

Observable Practice Behaviors:
1. Select and use appropriate methods for evaluation of outcomes;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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Comments:
Criterion 10:
Degree to which student’s portfolio demonstrates breadth of competence for the following liberal arts categories: communication competence, life-long learning and organizational skills, quantitative skills, reasoning ability, scientific understanding, social awareness, global consciousness, and cultural enrichment. (*Breadth* implies demonstrated competence in *most*, if not all, categories. Definitions of each of the liberal arts categories have been appended to this form.)

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Comments:

PORTFOLIO MEAN SCORE: ______________________

STUDENT’S IDENTIFIED STRENGTHS (List the top two criterion):

STUDENT’S IDENTIFIED AREAS FOR GROWTH (List the bottom two criterion):

PORTFOLIO GRADE: __________________________

Is this student ready to become a professional social worker at the BSW level? YES NO