

Ferris State University

Social Work

BSW Internship/Field

Instruction Policy Manual



Required for the following courses: SCWK 170, and SCWK 191

Revised January 2024

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PREFACE

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 evidenceinformed interventions to achieve client and constituency goals. Social Workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, 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, person-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: Purpose, Goals, and Eligibility Requirements

Purpose of Internship Instruction

Internship Instruction is the direct practice portion the social work education. It is an educationally directed, coordinated and monitored internship 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 an internship, students are to demonstrate their knowledge, values and skills in real life situations under supervised instruction in accordance with their individualized learning plans. Internship 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.

A. Internship Instruction to Classroom Learning: The Relationship

The integration of classroom and internship learning is the objective of the social work curriculum. Introductory 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.

B. Goals and Theoretical Construct of Internship Instruction

The intentions of SCWK 191, Introductory Field Experience, is as follows;

1. Gain an appreciation for the extent of the social welfare network
2. Develop attitudes of social responsibility
3. Try out certain basic helping skills (e.g., careful observation, empathic relating, interviewing for information-giving and information-getting)
4. Confirm or disconfirm career choices

SCWK 191: Introductory Field Experience also gives faculty the opportunity to make some appraisal of student suitability for continuation towards a professional social work career.

In keeping with these general purposes, the introductory field experience should include both observation of and participation in, agency programs, including some assistance to professional staff in direct services to clients.

Students will complete a **minimum of 120 hours** in their field agency and complete 8 field exercises and a final paper. Students will also be journaling in an on line environment (Canvas) throughout the semester as required by the instructor.

Students will be visited at least once during the semester by their SCWK 191 instructor. **It is expected that both the student and the agency internship instructor will be present for the visit.** Additional visits may be required if there are issues in the placement.

Under no circumstances are course waivers or life experience accepted as substitutions for internship experience.

D. Eligibility Requirements

For the **Introductory Field Experience (SCWK 191)** a student must meet the following eligibility requirements:

1. Completion of SCWK 110, 130 and 170.
2. 2.3 Cumulative grade point average at time of placement
3. No grade below "C" in any social work course
4. Approval of the field coordinator and advisor

Section II: Structure of the Field Instruction Program

The Introductory Field Experience Program consists of the field coordinator, faculty field liaisons and field instructors. Social Work faculty and field instructors work closely with the field coordinator to ensure students receive quality field experiences and supervision. Each of these roles is described below:

A. Agency Internship Instructor

Role: Is that of a teacher and a gatekeeper for the profession of social work.

Responsibilities:

1. Provide the student with a thorough orientation to the agency.
2. Provide student with a thorough orientation to personnel safety skill techniques as used in your agency.
3. Supervise the student's assignments and help the student understand the relationship of assignments to the evaluation objectives.
4. Provide a work area, furnishings and supplies adequate for the student's role and responsibilities as a beginning social work professional.
5. Meet with the student for a minimum of one hour per week in private supervisory/mentor conference.
6. Develop and provide required learning opportunities with an emphasis on diverse assignments and challenging cases consistent with the skills and abilities of the student.
7. Communicate with the FSU Faculty Liaison as soon as a conflict appears with the student or with the program.
8. Inform the FSU Faculty Liaison of any prolonged absences or schedule changes for either the Agency Internship Instructor or the student or any other significant agency related changes that affect student learning.
9. Evaluate the student at the completion of each semester of field instruction and forward the evaluation to the FSU Faculty Liaison. Evaluation form is to be turned in by the last week of the semester.
10. Cooperate with the FSU Internship Liaison in arranging agency visits or other needed contacts during the student's placement.
11. Promptly inform the FSU Faculty Liaison of any significant changes in the Learning Plan.

B. FSU Faculty Liaison

Social work faculty is assigned by the Social Work Program to act as FSU Faculty Liaison to monitor and oversee the field education experience of the student placed in the field.

Role:

1. Consultant to agency internship instructors- responsible in keeping current agency internship instructors on curriculum, policy and procedure changes. Insures integration of class and field learning. Addresses issues that become problems for agency and student.
2. Educator of the student-insures the educational integrity of the internship experience for the respective student. Assess student's ability to integrate internship and classroom learning. Grades the student at the end of semester based on consultation with agency internship instructor.
3. Mediator/negotiator-monitors learning activity for student and mediates conflict.

Responsibilities:

1. Clarify the program's expectation for student learning to both the agency internship instructor and student.
2. Be available to the Instructor and the student for immediate consultation and problem solving.
3. Monitor implementation of the internship instruction objectives.
4. In order to determine the student's overall progress in internship performance, visit each assigned placement, meeting with both student and agency internship instructor, at least on time during the semester of placement.
5. Review a selection of student case recordings and/or other appropriate agency assigned written materials.
6. Based on a review of the student's written evaluation by the agency internship instructor, assign the student's field instruction grade.
7. Become familiar with the general policies and programs of the field instruction agency.
8. If requested, assist internship agency instructor in evaluating student progress.
9. 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.

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. Complete all written exercises as described in this manual.
8. Maintain a daily log of field instruction experiences, observations, and emotional reactions.

9. Advise the Liaison immediately of any problems the student is experiencing in the field placement or will affect performance at the placement.
10. Complete and submit an agency/field site evaluation at the end of the two placement semesters or block placement.
11. Assume responsibility for maintaining personal and professional boundaries.
12. Make known to the liaison and field coordinator any personal issues or situation 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 internship placement between students and agency internship 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 agency internship 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 FSU faculty liaison of the problem within 24 hours of step #1. (If the situation demands immediate attention and the liaison is not available, contact the BSW Program Director or the Social Work Program Director). 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 FSU faculty liaison who will facilitate problem resolution- inclusive of calling a meeting between the student and agency internship instructor. 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 FSU faculty liaison 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 an agency internship 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 FSU faculty 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 FSU faculty liaison will immediately call a meeting of the student, agency internship 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. The student is responsible for sending a resume' to the agency internship instructor, setting up an interview, and securing the internship. If the student is not accepted at the agency after interview process, it is the student's responsibility to locate an additional agency and repeat the process. If the

student is having difficulty securing a placement, it is the student's responsibility to discuss concerns/issues with the field coordinator.

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 feed-back from the agency internship instructor. The agency internship instructor, in consultation with the FSU faculty liaison, should determine the source of the problem in the internship, for example:

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 internship instruction, a personality conflict between student and agency 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, FSU faculty liaison, and agency internship instructor. The recommended solution must be in writing with signatures and kept in student's file. The BSW Program Director 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 internship, it is up to the FSU faculty liaison to notify the BSW Program Director 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 agency internship instructor or the agency not meeting internship expectations, a decision may be made by the liaison and BSW Program Director to remove the student from the agency. It is the joint responsibility of the liaison and program director to notify the agency of this decision.
3. If the problem is **Inadequate Performance** by the student, the agency internship 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 program director are to be notified immediately.
 - a. If the situation is less serious than that above, the agency internship 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.
 - b. If the behavior of the student results in termination from that placement, but the liaison and the BSW Program Director 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.
 - c. 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.

- d. The BSW Program Director 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 internship course, no credit for hours completed will be applied to the next enrollment in the internship.
2. If the student leaves an internship in good standing due to situational or agency problems, the faculty 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 agency internship instructor.

C. Incomplete Grade Due to Early Termination

Students will receive an “incomplete” for the following situations:

1. Student lost hours during transition from one internship to another and unable to make the required hours for that semester.
2. Student in the transition from one agency to another is unable to complete other internship requirements in a timely manner.
3. Awarding of an earned grade is up to the discretion of the FSU faculty liaison. But prior to grading they may choose to consult with the student’s faculty advisor, agency internship instructor and/or BSW Program Director.

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

D. Agency Selection Criteria

1. The agency meets general guidelines as a social service organization. It enables a student practice, which is predominantly in the nature of direct client services.
2. Agency function is consistent with the NASW Code of Ethics and/or professional codes of conduct by state and federal mandate.
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. The agency is willing to commit necessary resources to the student learning experience, e.g., supervisory time, adequate physical space, desk, and supplies.
6. The assigned agency internship instructor is willing to engage in a three-way learning experience that includes the instructor, the student, and the FSU faculty liaison.

The FSU Social Work Program 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.

E. Rights and Responsibilities of Agencies

1. Provide a social work experience and educational opportunities for social work students.
2. Notify the FSU faculty liaison 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.
3. An agency can refuse to accept a student for reasons pertaining to personality conflicts, student not educationally prepared for the agency's tasks.
4. 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.
5. Each student has liability insurance provided by the university.

E. Agency Instructor Selection Criteria

Each Agency Instructor should:

1. Possess either an MSW or BSW degree. However, if the agency and FSU faculty liaison meet all other selection criteria, and if the agency internship instructor possesses appropriate degree and experience in an allied area of the helping professions.
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 agency internship 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.

F. Felony Convictions, Background Checks and Drug Testing

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 170 course. The fee for this is \$10 and considered part of the fee for the SCWK 170 course. The I-Chat background check will be submitted as part of an assignment to the SCWK 170 instructor.

Students should be aware that many agencies conduct drug testing prior to their internship and may be randomly drug tested at any time.

The social work faculty expects students with prior felony convictions to inform the FSU faculty liaison 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 FSU faculty liaison could be dropped from the social work program.

H. Personal Safety While in the Field

Social workers have to be aware of people who are potentially violent. There are guidelines, policies that have been established to help the student.

1. Agency internship instructors are to go over the agency's policies and procedures with the student on how to avoid possible dangerous situations. Agency internship instructors, this task should be completed early in the placement and best taught during agency orientation.
2. A student, who has been threatened, should notify the agency internship instructor or designee immediately. Any incident needs to be reported to the FSU faculty liaison.
3. At no time should a student go on a home visit without the agency knowing and approving of this activity.
4. At no time is a student to transport a client/customer without the knowledge and approval of the agency.
5. At no time is a student to be left alone in the office while all other personnel are gone. **I.**

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.
3. 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.

1. 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.
2. 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.

K. Malpractice Insurance

Students often fall into a “grey area” regarding coverage and liability issues. Because they are yet a student, but practicing off campus, it often becomes difficult to determine “fault” when an incident occurs. It is extremely important that the student have appropriate/adequate coverage. It is also important that the student contact either their FSU faculty liaison or the BSW Program Director of any incidents. Please keep the following in mind;

Malpractice Insurance- Ferris State University covers all students under the University’s liability insurance in the case of a malpractice claim (breach of confidentiality, acting unethical in some way that a client and/or agency may try to sue a student). The student may also want to obtain additional malpractice insurance through NASW. Details regarding additional liability coverage through NASW can be found at the following website; <https://www.naswassurance.org/malpractice/student-liabilityindividuals/>.

Health Insurance- In the case of a health-related incident at your internship (dog bite, slip/fall incident, etc.) that requires a doctor’s visit, you must first bill your own insurance.

Automobile Insurance- Most agencies require that a student possess a valid driver’s license and be adequately covered under automotive insurance. Agencies may request that students transport clients in agency vehicles. If an accident were to occur, please note that, as a student, you would first need to file a claim with their insurance carrier.

L. Evaluations and Grading

1. Evaluations

The agency internship instructor is to complete an evaluation form (see section IX) of the student's performance and abilities at the end of the semester.

Grading

A student receives a letter grade if the following requirements are met:

1. 120 hours worked by the student in the approved field placement
2. A completed and signed student evaluation form completed by the student's field instructor and on file in the social work program office.
3. An evaluation that gives a "Satisfactory" or "Excellent" rating of the student's performance.
4. A log completed by the student of his or her daily activities while in the field submitted to faculty liaison or weekly journal postings as required by the SCWK 191 instructor
5. Completed written assignments as listed in the SCWK 191 Manual, submitted to the SCWK 191 instructor.

M. 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 an internship 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 reenroll in the internship 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.

N. Internship Technology Policy

Students will adhere to all the NASW and ASWB Standards for Social Work Practice found online at the link below.

<https://www.socialworkers.org/practice/standards/NASWTechnologyStandards.pdf>

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.

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.

Section VI: Field Exercises for SCWK 191

Each student is required to complete the following assignments as part of the introductory field experience. This material is in addition to any written reports that may be required by the agency. These assignments are to help the student answer questions about the agency's purpose, programs, clients, staffing, etc.

Completed assignments are to be reviewed and given to your SCWK 191 instructor as indicated in the syllabus. While the questions to be asked in the field assignments are bulleted, students are to *write narrative papers* addressing the bulleted topics. Assignments are submitted to the instructor as indicated in the syllabus. **Assignment #1**

Assignment needs to include the following information regarding your agency **in narrative form.**

- List Agency Name and address
- Supervisor's name and title
- Agency funding and staffing
- Source of funds
- Annual Budget
- Number of staff
- Purpose of the Agency
- Clients the Agency serves
- Your role in the Agency

Assignment #2

Select a professional social worker at the bachelor's degree or Masters (BSW or MSW) level. Interview the person and describe their job duties and responsibilities.

Assignment #3

Give a brief history of your agency. Describe the current and type of social problems with which your agency addresses.

Assignment #4

What is the mission and stated goals of the agency? Explain how professional social workers can contribute toward the achievement of this mission and these goals? Describe your specific assignments in the agency and how they relate to the overall mission and goals of the agency.

Assignment #5

Describe the networking and referral process of your agency. Select one agency outside your agency and describe its service programs and how those programs inter-relate with your agency.

Assignment #6

Describe the clients served by your agency. If available, include general demographic data concerning age, sex, race, income level, housing, occupation, education rural-urban location, family structure, etc.

Assignment #7

Select a social work value or ethical principle as discussed in your social work courses. Describe how this value or ethical principle reflects and or guides staff behavior in the agency. Discuss your own values in relation to this social work value and how they are consistent. If they are not consistent what is your plan to align your values with the Code of Ethics.

Assignment #8

Discuss what you would do to improve the services of the agency if you were in power to do so. What specifically do you see as needed? What specifically might be needed in order to improve services?

Evaluation of Student

The evaluation of students in SCWK 191 will be a combination of course assignments, journaling, final paper and student evaluation by the field instructor.

****The Introductory Field Student Evaluation is found on page 22 of this manual.



SCWK 191 – Introductory Field Experience Evaluation of Student

Student's Name _____

Dates of Placement _____

Agency _____

1. What orientation experiences were provided to help the student gain an understanding of the agency's services, clientele, organization, administration, and inter-agency relationships?

2. What learning assignments have been provided for the student? Include approximate activity schedule for a typical week.

3. Give a general assessment of this student's attitudes and personality and the effect these will have on his/her potential as a social worker.

4. Did this student show initiative? If so, how?

5. What are the student's personal and/or skill areas that require more attention as the student moves through his/her curriculum? e.g., interviewing, advocacy, self-confidence, dependability, networking, sensitivity, confidentiality)

6. What is (are) the student's greatest strength(s)?

7.

7. Please rate the student on the following items. Please note, students MUST show competency in all categories below to advance in our program.

	Not Applicable to experience (1)	Not Satisfactory (2)	Satisfactory (3)	Good (4)	Excellent (5)
Course Outcome 1:					
Demonstrate an understanding of the field agency, the agency's target population and typical social service networks within the community.					
Course Outcome 2:					
Identify social work issues related to special populations.					
Course Outcome 3:					
Student's demonstration of beginning social work skills;					
Observation					
Empathic Relating					
Professional Behavior and Demeanor					
Sensitivity and Respect for Difference					
Basic Writing					
Basic Interviewing					
Recording Skills					
Adherence to agency policy					
Use of Supervision					
Completion of Assigned Tasks					

Promptness and Dependability					
Course Outcome 4:					
Demonstrate a working knowledge of the NASW Code of Ethics and a commitment to the core values and ethics of the social work profession.					

8. Additional comments: (If you wish, you may summarize your evaluation.)

By signing the evaluation form below, I certify that the student has completed a minimum 120 hours of the field placement.

Field Instructor's Name and Title _____

Field Instructor's Signature _____

Date _____

Student's Signature _____

(The student's signature indicates that this evaluation has been read by and discussed with the student.)