

Ferris State University

Social Work

BSW Internship/Field

Instruction Policy Manual



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

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Mission Statement, Program Goals and Practice Competencies

This manual contains the policies and procedures that govern the internship/field education experience for the students at Ferris State University BSW Social Work Program. This manual addresses those requirements for the senior field experience 491/492. This manual is intended for students, agency supervisors/field instructors, agencies, faculty, advisory board members and administrators. The Policy Instruction Manual is meant to be a guideline and a reminder of the “learning relationship” among students, agencies, and social work faculty.

These policies have been established to guide each participant in the accomplishment of the internship/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, because 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 practice 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, 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: Internship Education Purpose, Goals, Eligibility Requirements, and Child Welfare Endorsement

Purpose of Internship Field Instruction -

Field Instruction is the direct practice portion 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.

Classroom Learning to Internship/Field Instruction: The Relationship -

The integration of classroom and field learning is the objective of the social work curriculum. The first internship experience (SCWK 191) 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 internship experience 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 insure integration of class and field learning.

Goals and Theoretical Construct of Internship 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. 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.

Eligibility Requirements -

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

1. Successful completion of all prerequisite courses as stated in the university catalog/program description.
2. Must be admitted to the social work program meeting all candidacy requirements
3. 2.50 GPA in social work courses; 2.3 Overall GPA
4. No grade below "C" in any social work course.
5. A full semester prior to anticipated field placement, the student is to meet with the Field Director to discuss a suitable field placement.
6. Approval of advisor (audit of all course requirements) and Field Director.
7. 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.

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: Roles and Responsibilities –

Administrative responsibility for the Internship/Field Instruction Program and the decisions therein rests with the Internship Field Director. Working with the director is the social work faculty, the agency partners, and the Program Advisory Committee.

Responsibilities include quality assurance for all aspects of the program. The Internship/Field Instruction Program consists of the Internship Field Director, Faculty Liaison, Agency Supervisors/Field Instructors, and Seminar Instructors. The Internship/Field Instruction Committee is part of the Program Advisory Board, established to advise the field instruction program.

Each is described as follows:

Field Instructor (Agency Based Supervisor)

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 Faculty Liaison as soon as a conflict appears with the student or with the Program.
11. Inform the Faculty Liaison of any prolonged absences or schedule changes for either the Agency Supervisor/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 internship/field instruction and forward the evaluation to the Faculty Liaison. Evaluation form is to be turned in by the last week of the semester.
13. Confer with the Internship Field Director during the planning stages of a potential student's placement.
14. Cooperate with the Faculty Liaison in arranging agency visits or other needed contacts during the student's placement.
15. Attend Internship/Field Workshops sponsored by the Social Work Program.
16. Promptly inform the Faculty Liaison of any significant changes in the Learning Plan.

NOTE: When made known to the Internship Field Director, a student's daily activities may be under the direct supervision of someone other than the Agency Supervisor/Field Instructor. He or she is expected to carry out the role, responsibilities, meet the requirements and have the skills of the Agency Supervisor/Field Instructor. The Agency Supervisor/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 Agency Supervisors/Field Instructors is the sole responsibility of the social work program. No person may serve as an Agency Supervisor/Field Instructor for the program unless he or she meets the criteria and has been designated as such by the social work program.

Faculty Field Liaison

Social work faculty is assigned by the Social Work Program Director to act as faculty liaison to monitor and oversee the internship/field education experience of the student placed.

Role:

1. Consultant to Agency Supervisors/Field Instructors- responsible in keeping current 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 ensures the educational integrity of the internship/ field experience for the respective student.
5. Assess student's ability to integrate internship/field and classroom learning.
6. Grades the student at the end of semester based on consultation with Agency/Supervisor/Field Instructor.
7. Mediator/negotiator-monitors learning activity for student and mediates conflict.

Responsibilities:

1. Oversee the student's Learning Plan.
2. Clarify the program's expectation for student learning to both the agency and student.
3. Be available for immediate consultation and problem solving.
4. Monitor implementation of the internship/field instruction objectives.
5. To determine the student's overall progress in internship/field performance, visit each assigned placement, meeting with both student and Agency Supervisor/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 Agency Supervisor/Field Instructor, assign the student's field instruction grade.
8. Become familiar with the general policies and programs of the agency.
9. If requested, assist Agency/Supervisor/Field Instructor in evaluating student progress.
10. Initiate arrangements for agency visit 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 Internship Field Director for communicating concerns of students and placement agencies which cannot be resolved through the usual three-way communication between students, Agency Supervisor/Field Instructor and Faculty Liaison.

Internship Field Director

Role: Has primary responsibility for the administration of the Internship/Field Program.

Responsibilities:

1. Development and Coordination of the Internship/Field Instruction Program.
2. Coordination and Placement of all students.
3. Selection of new placements.
4. Maintenance of current agency 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 Director 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 supervisor selection, as stated in field instruction guidelines.
10. To create diversity of placement opportunities, provide a continuing effort to expand potential placement sites.
11. To newly approved agency sites, provide orientation concerning all aspects of internship/field instruction—through regularly scheduled campus workshops or through special conferences with involved agency staff.
12. Plan, coordinate and lead annual Agency Supervisor/Field Instructor workshops—to provide orientation to new agency partners and ongoing training to experienced agency partners.
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 professionals to address the class on practice experience.
15. Conduct individual student conferences for 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.

Seminar Instructor

The Senior Seminar runs concurrent with the Senior Internship/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 internship/field application of social work values, skills, and knowledge.
2. Provide instructional monitoring of student's progress.

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).

Program Advisory Committee

This committee is composed of advisory board committee members, agency representatives, faculty, and students.

Role: To advise on policies governing the internship/field instruction program and curriculum.

Responsibilities:

1. To advise the Internship Field Director in the development of diverse and appropriate field placement opportunities.
2. To attend the annual meeting called each year by the Internship Field Director.

Section III: Agency Roles and Responsibilities

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 Agency Supervisor/Field Instructor possesses an MSW or BSW degree.
5. All Agency Supervisors/Field Instructors participate in orientation workshops conducted by the Ferris social work program, or in individual conferences directed by the Ferris Social Work Internship Field Director.
6. The agency can 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 (including clients from diverse background), 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 Agency Supervisor/Field Instructor is willing to engage in a three-way learning experience that includes the professor, the student, and the Faculty Liaison.

The Internship Field Director 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 Internship Field Director also encourages agencies to discuss the same issues when interacting with students who are being considered for placement.

Rights and Responsibilities of Agencies -

1. Provide a social work experience and educational opportunities for social work students.
2. Support the employee/Agency Supervisor -Field Instructor with reduced caseloads or compensation/release time enough to be a competent supervisor.
3. Honor the learning plan developed between the professor 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 Internship Field Director 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.

Supervisor/Field Instructor Selection Criteria - Each Supervisor/Field Instructor should:

1. Possess either an MSW or BSW degree. However, if the agency and Supervisor/Field Instructor meet all other selection criteria, and if the Supervisor/Field Instructor possesses appropriate degree and experience in an allied area of the helping professions, an exception may be given by the Internship Field Director.
2. Have enough 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 Supervisor/Field Instructor in helping the student to apply those skills to agency services, and of the Supervisor's/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.

Section IV: Student Roles and Responsibilities

Interviews and Securing Placements –

It is the responsibility of the student to SECURE their 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 Internship Field Director will locate a potential placement, make initial contacts with agencies, and contact the student to set up an interview with the Agency Supervisor/Field Instructor. The student is responsible for sending a resume to the Agency Supervisor/Field Instructor, setting up an interview, and securing the placement. If the student is not successful at being accepted in the arranged agency, the Internship Field Director will arrange one additional interview. If the student is not successful in securing a placement in a second interview and agency site, it will be determined that the student has not conducted his or herself in an appropriate manner in the interview, and an Academic Performance Review will be initiated to determine what is recommended moving forward.

Student Placement Procedure -

The Internship Field Director makes the placement assignment decision, ultimately. However, the Internship Field Director, 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:

- Enroll in SCWK 370 (Field Instruction Orientation) in the semester prior to placement.
- Meet with the Internship Field Director, at least one full semester before the planned start of the placement, to begin the process of agency selection.
- Complete a field application (provided in SCWK 370)
- Interview at agencies approved by the Internship Field Director for possible placement; consult with the Internship Field Director and potential Agency Supervisor/Field Instructor concerning specific learning objectives and activities, which may be involved.
- Negotiate a Learning Plan after the placement's start. Parties to this plan are the Student, Agency Supervisor/Field Instructor, and Faculty Liaison.

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 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 internship/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.

Specific Responsibilities of a Student -

1. Learn about the functional responsibility in the application of knowledge, skills, and values of previous curriculum content to an internship/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 nine competencies and their application in the 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, Agency Supervisor/Field Instructor and Faculty 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 Agency Supervisor/Field Instructor and for submitting the document to the Seminar Instructor.
8. Complete all seminar assignments.
9. Maintain a time sheet, which could include internship 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 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 Internship Field Director any personal issues or situations which would, if the student were placed in an 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.

Student Recourse, Due Process, and Problem-Solving Procedures -

Problems can arise in the placement between students and Agency Supervisors/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 Agency Supervisor/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 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 Internship Field Director or the Seminar Instructor. 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 Internship Field Director who will facilitate problem resolution- inclusive of calling a meeting between the student, Agency Supervisor/Field Instructor, Faculty Liaison, Seminar 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 Director with a copy to the Internship Field Director. The Program Director 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.

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 Supervisor/Field Instructor. The Agency Supervisor/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 internship instruction, a personality conflict between student and supervisor, 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, faculty liaison, and Agency Supervisor/Field Instructor. The recommended solution must be in writing with signatures and kept in student's file. The Internship Field 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 placement, it is up to the faculty liaison to notify the Internship Field Director and to ensure that adequate termination /closure takes place with clients.
2. If the problem is work environment, issues with the Agency Supervisor/Field Instructor or the agency not meeting internship expectations, a decision may be made by the faculty liaison and Internship Field Director to remove the student from the agency. It is the joint responsibility of the faculty liaison and Internship Field Director to notify the agency of this decision.
3. If the problem is Inadequate Performance by the Student:
 - a. The Agency Supervisor/Field Instructor must communicate and document for the student the 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 faculty liaison and Internship Field Director are to be notified immediately.
 - b. If the situation is less serious than that above, the Agency Supervisor/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.
 - c. If the behavior of the student results in termination from that placement, but the faculty liaison and the Internship Field 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.
 - 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 Internship Field 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.

Incomplete Grade Due to Early Termination

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 hours for that semester.
- b. Student in the transition from one agency to another is unable to complete other internship requirements in a timely manner.
- c. Awarding of an earned grade is up to the discretion of the Seminar Instructor and faculty liaison. But prior to grading they may choose to consult with the student’s faculty advisor, Agency Supervisor/Field Instructor, Internship Field Director, and/or program director.

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 Faculty Liaison and the Agency Supervisor/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 Agency Supervisor/Field Instructor grading the student’s performance and verifying the hours worked is submitted to the faculty liaison. If the evaluation is satisfactory a grade change will be submitted by the faculty liaison. At that time the remaining worked hours will go toward the second semester required hours. The “I” will be removed once the faculty liaison receives a written report from the Agency Supervisor/Field Instructor that the student has met all requirements for a letter grade.

Credit for Internship Hours

1. If the student withdraws from enrollment in the internship course, no credit for hours completed will be applied to the next enrollment in internship courses.
2. If the student leaves a placement 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 Supervisor/Field Instructor.

Block Placement

A block placement is when a student completes the 480 hours of internship 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. Students are required to complete a Block Contract which will be provided and discussed further in SCWK 370.

Felony Convictions, Background Checks and Drug Testing

The social work faculty expects students with prior felony convictions to inform the Internship Field Director 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 Internship Field Director would need to know this to avoid placing the student in an unlawful situation. The student who fails to inform the Internship Field Director could be dropped from the social work program.

Increasingly, agencies are requiring students to complete background checks and drug testing prior to being placed at the agency. For the senior internship placement, students will be required to complete an “I-Chat” background check through the State of Michigan in the SCWK 370 course. To complete the I-Chat background check, students must log on and make

an account at the following website: <https://apps.michigan.gov/>. 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 professor. Students should be aware that many agencies conduct drug testing prior to their internship and may be randomly drug tested at any time.

Use of One's Employment Site as an Internship Placement Site –

In accordance with the CSWE, our Program's accreditation body, *no full-time job can be used in place of internship placement.*

The Internship Field Director can approve placement at the student's place of employment if the following criteria are met:

- The agency and agency supervisor meet the requirements delineated earlier in this manual.
- Student tasks performed at the agency are directly linked to the social work competency areas and only those activities count towards internship hours.
- Supervision is provided by an approved agency supervisor and is focused on student education for a minimum of one-hour per week.
- Students are employed with the agency for a minimum of 90-days before an employment-based internship can be considered for approval.
- An Employment-Based Internship Contract is signed by the student and the agency supervisor and submitted for consideration to the Internship Director. A meeting may be required to discuss an employment-based internship with the Internship Director.
- The seminar instructor/faculty liaison must be informed of this arrangement.
- Once students secure an internship, students are not permitted to switch sites. If a student transitions to employment at another agency (or another position within the agency), the student may not transfer their employment-based internship to the new site/job.

Service Continuity Policy -

Students need to be aware that while they are students with scheduled semester breaks, these breaks may interfere with continuous service to their client population. The agency may request that students work during their scheduled semester breaks. Scheduled classes and exams take precedence over internship however the school does expect students to consider client needs when scheduling absences during semester breaks. Semester breaks are important for students to rejuvenate, just as personal vacations are important to agency personnel, and it is hoped that agency personnel would also recognize this.

At the beginning of the field placement, and preferably during the initial interview, agency expectations for student availability during semester breaks should be discussed between the Agency Supervisor/Field Instructor and the student. The Agency Supervisor/Field Instructor and the student should agree to a plan prior to beginning the field placement.

When the plan includes the student providing services during the semester break, the faculty liaison should be informed of this, and the student needs to enroll in the next semester's field class prior to beginning this service. Students are not covered by the school's liability policy if they are not enrolled in the course.

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 faculty liaison or the Internship Field Director in the case 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://naswassurance.org/professional-liability-insurance/>

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.

Standards for Technology in Social Work Practice -

Students will adhere to all the NASW and ASWB Standards for Social Work Practice found here -

<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice#section2>

Standard 2.01: Ethical Use of Technology to Deliver Social Work Services

When providing services to individuals, families, or groups using technology, social workers shall follow the NASW Code of Ethics just as they would when providing services to clients in person.

Interpretation

When using technology to provide services, practitioner competence and the well-being of the client remain primary. Social workers who use technology to provide services should evaluate their ability to:

- assess the relative benefits and risks of providing social work services using technology (for example, in-person services may be necessary when clients pose a significant risk of self-harm or injurious behavior, are cognitively impaired, require sustained support by a social worker with whom they have an ongoing professional relationship, or are in crisis)
- reasonably ensure that electronic social work services can be kept confidential. For example, the information provided by the client should only be accessible by those who require access and that the host of the server used for electronic communication agrees to abide by the privacy policies of the social worker
- reasonably ensure that they maintain clear professional boundaries (for example, social workers should be mindful of boundary confusion that may result if they disclose personal information about themselves or others in an online setting to which clients have access)
- confirm the identity of the client to whom services are provided electronically at the onset of each contact with the client (examples include confirming a client's online consent with a telephone call; providing the client with a password, passcode, or image that is specifically for the client's use when providing consent electronically)
- assess individuals' familiarity and comfort with technology, access to the Internet, language translation software, and the use of technology to meet the needs of diverse populations, such as people with differing physical abilities

It is the student's responsibility to read and adhere to their placement agency's technology policy. If the student's placement does not have a formal technology policy, students must discuss with their Agency Supervisor/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 associated with their 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 placement sites, Agency Supervisors/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.

COVID-19 Considerations -

The Ferris State University Department of Social Work strongly encourages all students to receive the COVID-19 vaccine. This vaccine helps prevent serious illness and the spread of COVID-19. Additionally, this vaccine increases student safety and the safety of those around them. Recognizing that vaccination for COVID-19 is not a Ferris State University requirement but instead a strong recommendation, students are required to sign the COVID-19 vaccination contract prior to entering a field placement. This is to indicate acknowledgement that a student's failure to vaccinate, with or without qualification for an exemption, may limit internship placement options and delay or prevent completion of degree requirements for graduation. The requirement of signature of the COVID-19 vaccination contract may change related CDC recommendations for COVID-19 protocol. The social work program will determine whether signature of the COVID-19 vaccination contract is necessary, and students will be notified by the Internship Field Director.

Social Work Professionalism, Ethics, and Field Agreement -

As social workers we are gatekeepers of the profession and as such expect students to adhere to behaviors consistent with our core values and Code of Ethics. The intent of this document is to outline the department's requirements for acceptable behavior, ethical and professional conduct, and expectations of students in placement. This document should be thoroughly reviewed, signed, and returned to the Internship Field Director before beginning each new placement.

Section V: Personal Safety While Participating in Internship

1. Social workers must be aware of people who are potentially violent. There are guidelines, policies that have been established to help the student.
2. Agency Supervisors/Field Instructors are to go over the agency's policies and procedures with the student on how to avoid possible dangerous situations.
3. A student, who has been threatened, should notify the Agency Supervisor/ Field Instructor or designee immediately. Any incident needs to be reported to the faculty liaison or Internship Field Director by the Agency Supervisor/Field Instructor or student.
4. At no time should a student go on a home visit without the agency knowing and approving of this activity.
5. At no time is a student to transport a client/customer without the knowledge and approval of the agency.
6. At no time is a student to be left alone to operate the office while all other personnel are gone.

Harassment -

Ferris State University expects all students and employees to conduct themselves with dignity and respect for students, employees, and others. It is everyone's responsibility to behave in a civil manner and to make responsible choices about the way 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.

The Ferris State University Social Work program adheres to all policies and procedures outlined by Title IX. Those procedures and procedures can be found here:

<https://www.ferris.edu/title-ix/policy.htm>.

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 at the University are expected to make responsible choices.

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.

Dual Relationship Policy -

Dual relationships are defined as pre-existing personal and/or professional relationships that overlap with internship field education responsibilities. These relationships are of concern when there is a potential for either conflict of interest or negative impact on the educational experience. When such a pre-existing relationship exists between any member of the team, the Agency Supervisor/Field Instructor, the student, the seminar instructor, or faculty liaison, the Internship Field Director must be notified immediately. It is understood that at times, these relationships are unavoidable. A plan to protect the integrity of the internship field experience for the student will be put into place, including the possibility of a replacement.

Under no circumstances, should a dual relationship be started if not already existing. Excerpted from the NASW Code of Ethics: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/Social-Workers-Ethical-Responsibilities-in-Practice-Settings>

(d) Social workers who function as educators or Agency Supervisors/Field Instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and Agency Supervisor/Field Instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

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 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 VI: Evaluations and Grading

Evaluations -

The Agency Supervisor/Field Instructor is to complete an evaluation 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 faculty 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.

Grading -

A student receives a passing letter grade (C or better) if the following requirements are met:

1. 240 hours worked per semester by the student in the approved placement agency. Internship field placement is a total of 480 hours.

2. A completed and signed student evaluation form is completed by the student's Agency Supervisor/Field Instructor and on file in IPT.
3. An evaluation found on IPT that gives the student a passing rating (C or better) or above, scores of 2 or better first semester and 4 or better second semester.
4. Complete the expectations of the Agency Supervisor/Field Instructor and the agency.
5. Complete the assignments as assigned by the Seminar Instructor and participate in seminar class.

Students who are given a failing letter grade must repeat the first semester of placement 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. 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, despite having received below a "met expectations" for any of the "overall" ratings, are reminded that all these general competencies must be rated "met expectations" or higher on the second semester evaluation 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 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.

Section VII: 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 VIII: SCWK 481/482 Learning Plan & Seminar Assignments

The Learning Plan

The purpose of the Learning Plan is to map out a plan of action that both the student and the Agency Supervisor/Field Instructor develop to accomplish the goals and objectives of the 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 throughout the semester as well as at the end of the first semester and to revise & add to the plan for the second semester. All plans must be completed in the IPT (Intern Placement Tracking) system.

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.

Seminar Assignments

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

Note: All assignments must be submitted for review by your Agency Supervisor/Field Instructor before the Seminar Instructor can accept them. This means that you must allow ample time—between completion of each assignment and the deadline for submission of that assignment to the Seminar Instructor—for this review. This review is only to verify that any information provided about the agency is accurate.

The assignments are designed to be completed in order. The Seminar Instructor provides a schedule of deadlines for submission of all assignments. Remember that the client system involved 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 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.

481 Seminar Assignments -

Assignment 1 – Description of the Placement Agency Presentation

- 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 (funding sources, professional and non-professional staff)?
- What are the sources of legitimization (such as accreditation, federal or state oversight, laws, etc.)?
- If the agency is part of a larger bureaucracy or association of agencies, what are the structural and resource relationships of this larger connection (such as multiple sites but all part of the same organization)?
- 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?

Assignment 2 – Political and Community Intervention/ Macro Advocacy Paper

- Describe thoroughly the issue that needs *political or macro advocacy*. How did you determine this?
- What does the literature say about this issue? 3-5 references
- What specific steps were or should be taken to advocate for this issue? Describe the advocacy or planned advocacy thoroughly.
- What strategies will be 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?

Assignment 3 - Secondary Traumatic Stress/Self-Care paper or presentation

Seminar Instructors will provide the assignment information asking students to present about secondary traumatic stress and self-care. Criteria for the assignment will be provided your Seminar Instructor.

Assignment 4 – Agency Project Proposal

Seminar Instructors will provide the assignment information, which will be related to proposing an idea for an agency project. Assignment content will focus generally on the following information.

- Introduction
- Review of the literature
- Research question and/or identified goal(s) of the project
- Proposed project plan and/or research methods
- Identified plan(s) for the protection of participants (as needed)
- Anticipated project limitations

482 Seminar Assignments

Assignment 1 – Case Presentation

Seminar Instructors will provide the assignment information asking students to present about a case (at a micro, mezzo, or macro level) for peer consultation and feedback. Criteria for the assignment will be provided by Seminar Instructors.

Assignment 2 – Ethical Dilemmas in Social Work Practice Paper

Seminar Instructors will provide assignment information related to an ethical dilemma. Criteria for addressing it will be addressed by Seminar Instructors.

Assignment 3 – Agency Project

Seminar Instructors will provide the assignment rubric, which will be related to the presentation of the final agency project. Grading criteria will generally focus on content, organization, critical thinking and professional formatting and references. The vagueness of the criteria is to allow for a wide range of diversity in the projects.

Assignment 4 – Portfolio

Please refer to supplemental material provided in this field manual as well as through information provided by Seminar Instructors related to the portfolio assignment.

Section IX: General Education Outcomes –

General Education Outcomes
(College of Arts, Sciences and
Education)
As of fall 2017

Mission: *General Education at Ferris State University challenges students to be successful citizens of a diverse and globalized world.*

Philosophy: A “...successful citizen of a diverse and globalized world” is someone who understands the important social and scientific issues of the day; someone who is able to effectively communicate their thoughts and ideas about these and other issues, and work effectively with others to address them; someone who is knowledgeable about other cultures and understands the inherent value of that; someone who is personally responsible for their own actions and behaviors; and someone who is able to develop and integrate new knowledge and experiences for a lifetime of personal and professional growth.

Background:

Effective as of the fall of 2017, Ferris State University has implemented a revised General Education program. All students declaring an academic major in fall 2017 or later must fulfill the [revised General Education requirements](#);

Section XII: Portfolio Guidelines and Evaluation

FERRIS STATE UNIVERSITY SOCIAL WORK PROGRAM

(revised July 2022)

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 format guidelines and evaluation criteria serve as a guide to students as they prepare their portfolios.

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 Liberal Arts General Education for Ferris State University (Fall 2017). Students are encouraged to review the Ferris State University Social Work Program website for information related to the mission, goals, and practice competencies.

<https://www.ferris.edu/arts-sciences/departments/social-work/index.htm>

Students should also review the Social Work Program's Internship Field Manual (located on the above website) for additional information.

Format Guidelines

These guidelines are provided by the program, though students are reminded to follow the seminar instructors's direction for specific requirements:

1. Include a minimum of 26 documents (papers; examinations; video or audio tapes; objects of art; written descriptions of learning experiences, campus extracurricular activities, field experiences, etc.). Students are required to submit two documents for Criterion's 1-9 and at least one document for each liberal arts category identified in Criterion 10.
2. All documents should consist of college-level coursework or recognized campus extracurricular activities as permitted by your seminar professor.
3. Include a *rationale statement* which explains why each document has been included. This statement should provide evidence that the student has achieved the educational outcomes or competencies.

The rationale statements should include the following:

- a. WHY you chose the document for the selected competency
- b. A BRIEF summary of what is in the document
- c. How the document relates to your professional development, skills a social worker would need as well as

the NASW Code of Ethics.

4. Must include your assigned case presentation as well your agency project assignment from SCWK 482.
5. Include an introduction statement as well as a conclusion statement for the portfolio.
6. The portfolio will be submitted to the seminar professor per course due date.

Each student will be completing an e-portfolio. Seminar professors will provide specific instructions on the layout/format of the e-portfolio but should generally follow the format of having an introductory statement, rationale statements for each criterion, and a conclusion statement.

7. Prepare an oral presentation of the portfolio that will not be less than thirty minutes. Approximately 10-15 additional minutes will be scheduled for a question-and-answer period as well as for feedback to be provided to the student.
8. The portfolio will be graded by the seminar instructor. The attached Portfolio Evaluation will be utilized as the process for evaluation.
9. Attendance at the portfolio presentation is determined by the student, however, at minimum the student's seminar professor will be present. Other faculty, peer colleagues, internship supervisors, co-workers, family, etc. are encouraged to attend.
10. **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

4 - Excellent	3 – Above Average	2 - Average	1 - Below Average	0 - Unacceptable
<p>Documents chosen clearly establish competency, inclusive of the observable behaviors. There are two or more documents for this criterion, establishing excellence above the minimum requirements.</p> <p>Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.</p>	<p>Documents chosen clearly establish competency, but don't clearly include all the observable behaviors. There are at least two documents chosen for this criterion.</p> <p>Rationale statement is clearly written, and the composition is above average.</p>	<p>Documents chosen adequately establish competency but lack inclusiveness of many of the observable practice behaviors. There is only one document chosen for this criterion.</p> <p>Rationale statement lacks clarity, and the composition is barely adequate.</p>	<p>Documents chosen do not establish competency. There is only one document chosen for this criterion.</p> <p>Rationale statement is poorly written.</p>	<p>The documents chosen for this criterion do not relate to the competency.</p> <p>Rationale statement is very poorly written.</p>

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.

4 - Excellent	3 – Above Average	2 - Average	1 - Below Average	0 - Unacceptable
<p>Documents chosen clearly establish competency, inclusive of the observable behaviors. There are two or more documents for this criterion, establishing excellence above the minimum requirements.</p> <p>Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.</p>	<p>Documents chosen clearly establish competency, but don't clearly include all the observable behaviors. There are at least two documents chosen for this criterion.</p> <p>Rationale statement is clearly written, and the composition is above average.</p>	<p>Documents chosen adequately establish competency but lack inclusiveness of many of the observable practice behaviors. There is only one document chosen for this criterion.</p> <p>Rationale statement lacks clarity, and the composition is barely adequate.</p>	<p>Documents chosen do not establish competency. There is only one document chosen for this criterion.</p> <p>Rationale statement is poorly written.</p>	<p>The documents chosen for this criterion do not relate to the competency.</p> <p>Rationale statement is very poorly written.</p>

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

4 - Excellent	3 – Above Average	2 - Average	1 - Below Average	0 - Unacceptable
<p>Documents chosen clearly establish competency, inclusive of the observable behaviors. There are two or more documents for this criterion, establishing excellence above the minimum requirements.</p> <p>Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.</p>	<p>Documents chosen clearly establish competency, but don't clearly include all the observable behaviors. There are at least two documents chosen for this criterion.</p> <p>Rationale statement is clearly written, and the composition is above average.</p>	<p>Documents chosen adequately establish competency but lack inclusiveness of many of the observable practice behaviors. There is only one document chosen for this criterion.</p> <p>Rationale statement lacks clarity, and the composition is barely adequate.</p>	<p>Documents chosen do not establish competency. There is only one document chosen for this criterion.</p> <p>Rationale statement is poorly written.</p>	<p>The documents chosen for this criterion do not relate to the competency.</p> <p>Rationale statement is very poorly written.</p>

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.

4 - Excellent	3 – Above Average	2 - Average	1 - Below Average	0 - Unacceptable
Documents chosen clearly establish competency, inclusive of the observable behaviors. There are two or more documents for this criterion, establishing excellence above the minimum requirements. Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.	Documents chosen clearly establish competency, but don't clearly include all the observable behaviors. There are at least two documents chosen for this criterion. Rationale statement is clearly written, and the composition is above average.	Documents chosen adequately establish competency but lack inclusiveness of many of the observable practice behaviors. There is only one document chosen for this criterion. Rationale statement lacks clarity, and the composition is barely adequate.	Documents chosen do not establish competency. There is only one document chosen for this criterion. Rationale statement is poorly written.	The documents chosen for this criterion do not relate to the competency. Rationale statement is very poorly written.

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	3 – Above Average	2 - Average	1 - Below Average	0 - Unacceptable
<p>Documents chosen clearly establish competency, inclusive of the observable behaviors. There are two or more documents for this criterion, establishing excellence above the minimum requirements.</p> <p>Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.</p>	<p>Documents chosen clearly establish competency, but don't clearly include all the observable behaviors. There are at least two documents chosen for this criterion.</p> <p>Rationale statement is clearly written, and the composition is above average.</p>	<p>Documents chosen adequately establish competency but lack inclusiveness of many of the observable practice behaviors. There is only one document chosen for this criterion.</p> <p>Rationale statement lacks clarity, and the composition is barely adequate.</p>	<p>Documents chosen do not establish competency. There is only one document chosen for this criterion.</p> <p>Rationale statement is poorly written.</p>	<p>The documents chosen for this criterion do not relate to the competency.</p> <p>Rationale statement is very poorly written.</p>

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

4 - Excellent	3 – Above Average	2 - Average	1 - Below Average	0 - Unacceptable
<p>Documents chosen clearly establish competency, inclusive of the observable behaviors. There are two or more documents for this criterion, establishing excellence above the minimum requirements.</p> <p>Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.</p>	<p>Documents chosen clearly establish competency, but don't clearly include all the observable behaviors. There are at least two documents chosen for this criterion.</p> <p>Rationale statement is clearly written, and the composition is above average.</p>	<p>Documents chosen adequately establish competency but lack inclusiveness of many of the observable practice behaviors. There is only one document chosen for this criterion.</p> <p>Rationale statement lacks clarity, and the composition is barely adequate.</p>	<p>Documents chosen do not establish competency. There is only one document chosen for this criterion.</p> <p>Rationale statement is poorly written.</p>	<p>The documents chosen for this criterion do not relate to the competency.</p> <p>Rationale statement is very poorly written.</p>

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.

4 - Excellent	3 – Above Average	2 - Average	1 - Below Average	0 - Unacceptable
Documents chosen clearly establish competency, inclusive of the observable behaviors. There are two or more documents for this criterion, establishing excellence above the minimum requirements. Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.	Documents chosen clearly establish competency, but don't clearly include all the observable behaviors. There are at least two documents chosen for this criterion. Rationale statement is clearly written, and the composition is above average.	Documents chosen adequately establish competency but lack inclusiveness of many of the observable practice behaviors. There is only one document chosen for this criterion. Rationale statement lacks clarity, and the composition is barely adequate.	Documents chosen do not establish competency. There is only one document chosen for this criterion. Rationale statement is poorly written.	The documents chosen for this criterion do not relate to the competency. Rationale statement is very poorly written.

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.

4 - Excellent	3 – Above Average	2 - Average	1 - Below Average	0 - Unacceptable
<p>Documents chosen clearly establish competency, inclusive of the observable behaviors. There are two or more documents for this criterion, establishing excellence above the minimum requirements.</p> <p>Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.</p>	<p>Documents chosen clearly establish competency, but don't clearly include all the observable behaviors. There are at least two documents chosen for this criterion.</p> <p>Rationale statement is clearly written, and the composition is above average.</p>	<p>Documents chosen adequately establish competency but lack inclusiveness of many of the observable practice behaviors. There is only one document chosen for this criterion.</p> <p>Rationale statement lacks clarity, and the composition is barely adequate.</p>	<p>Documents chosen do not establish competency. There is only one document chosen for this criterion.</p> <p>Rationale statement is poorly written.</p>	<p>The documents chosen for this criterion do not relate to the competency.</p> <p>Rationale statement is very poorly written.</p>

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.

4 - Excellent	3 – Above Average	2 - Average	1 - Below Average	0 - Unacceptable
<p>Documents chosen clearly establish competency, inclusive of the observable behaviors. There are two or more documents for this criterion, establishing excellence above the minimum requirements.</p> <p>Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.</p>	<p>Documents chosen clearly establish competency, but don't clearly include all the observable behaviors. There are at least two documents chosen for this criterion.</p> <p>Rationale statement is clearly written, and the composition is above average.</p>	<p>Documents chosen adequately establish competency but lack inclusiveness of many of the observable practice behaviors. There is only one document chosen for this criterion.</p> <p>Rationale statement lacks clarity, and the composition is barely adequate.</p>	<p>Documents chosen do not establish competency. There is only one document chosen for this criterion.</p> <p>Rationale statement is poorly written.</p>	<p>The documents chosen for this criterion do not relate to the competency.</p> <p>Rationale statement is very poorly written.</p>

Comments:

Criterion 10:

Degree to which student's portfolio demonstrates **breadth** of competence for the following **liberal arts** categories:

collaboration, communication, culture, diversity, natural sciences, problem solving, quantitative literacy, self and society.

Breadth implies demonstrated competence in *most*, if not all, categories.

4: Excellent	3: Above Average	2: Average	1: Below Average	0: Unacceptable
Documents chosen clearly establish competency, inclusive of ALL the liberal arts categories listed above. Rationale statement is clear and well written, including excellent grammar, sentence structure, punctuation and citations as needed.	Documents chosen clearly establish competency, inclusive of ALL the liberal arts categories listed above. There are at least one document for all of the categories. Rationale statement is clearly written, and includes composition is above average.	Documents chosen adequately establish competency but does not include ALL liberal arts categories. Rationale statement lacks clarity, and the composition is barely adequate.	Documents chosen do not establish competency. Rationale statement is poorly written.	The documents chosen for this criteria do not relate to the competency. Rationale statement is very poorly written.

Comments:

PORTFOLIO MEAN SCORE:

STUDENT'S IDENTIFIED STRENGTHS:

STUDENT'S IDENTIFIED AREAS FOR GROWTH:-

PORTFOLIO GRADE:

This student is ready to become a professional social worker at the BSW level.

YES NO

This student has sufficiently met the CSWE Core Competencies.

YES NO

Additional Comments:

SEMINAR PROFESSOR SIGNATURE:

DATE: