

The University of Michigan – Flint
School of Education and Human Services

Department of Social Work

FIELD

INSTRUCTION

HANDBOOK

May, 2005

PREFACE: This handbook was designed for both students and field instructors. It will provide an abbreviated overview of the field instruction component of the social work Program at the University of Michigan-Flint. It is hoped that the manual will be useful in answering many of your questions about Field Instruction requirements and activities.

The areas in the handbook that deal with program policies are presented so that one will have a clear statement about our expectations and procedures. The program curriculum is explicated in some depth on the assumption that learning will be enhanced when one understands the rationale for the various elements of the curriculum.

The assorted forms used for reporting are included in the appendix for your use in the reporting of information. At the onset we want to thank you for your cooperation, participation, and support and we want you to know that we welcome any of your suggestions or recommendations.

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I. HISTORY AND PURPOSE OF SOCIAL WORK FIELD INSTRUCTION

Field Instruction has always been a major part of training and education for social work practice. Its history goes back to the days of the Charity Organization Society, when students learned social work by working as an apprentice in a social agency. This was followed by a more formal system that required that students spend approximately half of their academic time in field settings (agencies). Currently all social work education programs accredited by the Council on Social Work Education require a minimum of 400 hours of field experience for Bachelor level education.

PURPOSE OF SOCIAL WORK EDUCATION: A social work practicum, sometimes referred to as a social work field placement is designed to provide for the practical application of knowledge and skills acquired in the classroom. The primary goal of the field experience is to enable students to develop and refine social work skills through a systematic utilization of social work *knowledge and values* in conjunction with methods techniques and skills in actual supervised practice settings.

For social workers, the purpose of knowing and understanding how to help people cannot be overstated. In the old days before the onset of formal education, apprentices learned their trade by watching their masters practice. That apprenticeship system had certain advantages: practical work began at once and was ongoing; instruction was given individually or in small groups. There were also many disadvantages to include: the absence of general and specific mechanisms to insure the dissemination of information common to all members of the profession and difficulty with distributing knowledge across boundaries to name a few. This social work practicum serves as a form of apprenticeship. However because of the need for a coherent ordering of content and the sequencing of the education process we do not merely say to students "find a job in social work and get some practical experience." Instead, the practicum is designed to incorporate the advantages of the apprenticeship system while minimizing the disadvantages.

Practicum settings are reputable social work agencies whose social work staff have time, the interest, the knowledge, and the skills to provide social work students with a good practical learning environment. The selection process involves the student, the agency field instructor, and the faculty liaison person. Details are available in the Admission Process section of this document.

II. MISSION, GOALS AND PROGRAM OBJECTIVES

Mission

The Department of Social Work has adopted the following mission statement:

As part of a regional campus of the University of Michigan, the Social Work Program's mission is to prepare students to become generalist social work professionals by enhancing their commitment to social justice, responsible citizenship and the value of human diversity. As part of the educational experience, the program provides students with opportunities to cultivate and develop the technical and intellectual foundations necessary for service in the public sector and/or graduate study.

Program Goals

In order to accomplish this mission, three specific program goals have been articulated to guide the implementation of the curriculum and priority setting of faculty and student extra-curricular activities.

Goal 1: Develop knowledge and skills in students that are consistent with the nine content areas of the 1992 Curriculum Policy Statement.

Goal 2: Create avenues for faculty growth and development.

Goal 3: Provide service to the University and larger community.

Although the field practicum offers the program the opportunity to meet each of these goals, the central focus is on the first goal. To assist you in understanding the overall structure of the curriculum, the 1992 Curriculum Policy Statement has been

included in Appendix A. Part III has the specific learning objectives in field practicum.

Program Objectives

The curriculum provided to the students is the primary mechanism for achieving these goals.

Thirteen program objectives have been identified to delineate the measures of these goals including:

1. Apply critical thinking skills within the context of professional social work practice.
2. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.
3. Demonstrate the professional use of self.
4. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
5. Understand the history of social work and social welfare practice with systems of all sizes.
6. Understand and apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the inter-actions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
8. Analyze the impact of social policies on client systems, workers, and agencies.
9. Evaluate research studies and apply findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.
10. Use communication skills differently with a variety of client populations, colleagues, and members of the community.
11. Use supervision appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.
13. Develop skills for life-long learning.

III. FIELD PLACEMENT LEARNING OBJECTIVES

The field practicum experience offers an opportunity for students to put into practice the program mission, goals and objectives. The Professional Block is comprised of a sequence of courses taken in the senior year of undergraduate study. Incorporated in the sequence is a focused study in an agency that requires the student to synthesize the knowledge, purposes and values of social work with skills of intervention with clients. The supervised study in the agency is termed “field practicum”.

The Field Instruction component of the curriculum includes SWK 400, 430 and 431, three courses taken during the senior year as part of the professional block. These three courses attempt to bring together the content spelled out in the Curriculum Policy Statement.

The field practicum is designed to create an environment where the student can grow professionally assisted by some experiential activity. Thus, individual growth and development in the work situation is what field work is all about. This opportunity is by definition, a planned learning experience in a social service agency or organization. The practicum consist of two semesters assigned to an agency involving approximately 440 clock hours of activity, plus an on campus weekly seminar. The Field I course (SWK 430) and the Field II course (SWK 431) require that students complete the practicum in intervals of 16 hours per week for the full duration of the 14 week semester. This comes to a total of 220 clock hours each of two semesters.

The field placement is supported by a weekly classroom seminar on campus. The seminar is designed to assist students with the integration of previous and concurrent classroom instruction with actual practice experiences taking place in the field setting. Students have an opportunity to exchange concerns and accomplishments while learning through dialogue with other students and faculty. The seminar leader utilizes the medium of small group process in the classroom to provide a support system during this initial student contact with social work practice. This seminar leader is referred to as the faculty field liaison and he/she is ultimately responsible for the final field grade.

Within this curricular structure, eight learning objectives have been identified for students within this Practice Skill Instruction component of the curriculum:

1. To provide students with a reality based experience consisting of 440 clock hours in a social service setting.

Examples of agency activities to meet this objective:

1. read agency manuals
2. Interview agency personnel
3. Review literature on agency history and social problems addressed
4. Observe and participate in case staffing
5. Attend interagency and community meetings

2. To allow students the opportunity to apply the Generalist model of practice with individuals, families, groups, and communities in an agency based setting.

Examples of agency activities to meet this objective:

1. Develop a case history
2. Conduct an assessment of a client situation
3. Develop a case plan that includes a micro, mezzo, and macro approach
4. Identify successful client outcomes
5. Identify client barriers to treatment
6. Present case at an agency staffing

3. To raise student's level of self awareness including one's strengths and weaknesses and to internalize social work values, ethics, and principles through the formation and development of professional relationships.

Examples of agency activities to meet this objective:

1. Attend professional meetings and seminars
2. Develop an issue paper concerning values
3. Discuss issues with co-workers

4. To help students acquire a better understanding of the social service delivery system and where their particular agency fits into the total system.

Examples of agency activities to meet this objective:

1. Weekly supervisory meetings
2. Observe and/or co-work individual case situations
3. Review literature on causes and solutions of social problems

5. To provide students an opportunity to enhance learning in relation to the practical application of the basic social work skills of:
 - a) interviewing,
 - b) problem identification and assessment,
 - c) recording, d) interpersonal intervention,
 - e) data collection,
 - f) interpersonal interaction,

Examples of agency activities to meet this objective:

1. Present a case for staffing
2. Participate in an interagency or departmental collaboration on a case

6. To enhance understanding of ethnicity, race, gender, handicapping conditions and other factors associated with functioning in a pluralistic society.

Examples of agency activities to meet this objective:

1. Read agency policy about affirmative action
2. Discuss this issue with supervisor
3. Develop a multi-cultural assessment
4. Write and discuss feeling about this issue

7. To provide students with an opportunity to practice evaluation skills in relation to program effectiveness as well as one's own practice ability.

Examples of agency activities to meet this objective:

1. Participate in a peer review process
2. Design a research proposal for measuring success in a particular case
3. Develop a client satisfaction survey

8. To provide students with an opportunity to improve her/his ability to use supervision and the supervisory process associated with the field assignment.

IV. FIELD INSTRUCTION ADMISSIONS PROCESS

The field instruction part of the curriculum consists of four courses, namely SWK 399 Field Instruction seminar; SWK 400 Integrative Seminar; SWK 430 Field Instruction I; and SWK 431 Field Instruction II. A student who has been formally admitted to the social work program must subsequently apply to be admitted to Professional Block courses and Field Instruction. Admission to field instruction is accomplished as part of completing requirements for SWK 399 Field Instruction Seminar. Admission to field instruction must be granted prior to attending SWK 420 Intervention I and 430 Field Instruction I. Students who do not successfully complete SWK 399 Field Instruction Seminar, will be administratively withdrawn from SWK 420 Social Work Intervention I and SWK 430 Social Work Field Instruction I. Prior to enrollment in SWK 399,

students admitted to the Social Work Program must submit an application for field placement. The field placement application is located in Appendix A. In addition to completing the form, the following criteria will be determined during the SWK 399 course:

- An overall grade point average of 2.4 or higher and a grade of “C” or better in all SWK courses.
- An interview with the Field Placement Director. The focus of the interview will be on student readiness to enter field instruction.
- Successful completion of SWK 399 Orientation to Field Instruction.

Students who are denied admission to field instruction may reapply at a later date. Students who reapply must provide evidence that the reasons for which admission was originally denied have been appropriately remedied.

All applications for field placement are reviewed by the Social Work Field Education Review Committee. The needs, strengths and interests of the students, as well as the availability of agency and program placement resources, are discussed. Additionally, each applicant is interviewed by the Social Work Field Education Coordinator. Issues of concern that may have been identified during the applicant’s program admission interview are addressed at this time. Goals for the student and possible agency options are also explored. Students also begin work on the individualized learning agreement (contracts) that are to be used as a basis for many of the planned field learning activities. Field settings will be recommended on the basis of the above stated variables and the actual placement will begin the following long semester, namely Fall term.

The field instruction coordinator will discuss the placement with the student and arrange for an agency contact. The student then communicates with the agency and meets with an agency representative to discuss the placement, mutual expectations, and available learning opportunities. A final decision is reached by the field instruction coordinator after consultation with the student and the agency supervisor. Suggested readings and pre-placement contacts are worked out on an individual basis during the field instruction orientation seminar (SWK 399).

Also during this seminar faculty will discuss with students a number of common concerns, i.e., course requirements, required papers and reports, agency hours and regulations,

confidentiality, dress code, illness, snow day procedures etc. In keeping with the process of socialization into the profession students are encouraged at this point to join the National Association of Social Workers.

V. Field Instruction DISMISSAL PROCESS

The Field Placement Practicum is a continuation of the learning environment extended by the University of Michigan – Flint campus. As such, the existing students academic professional performance apply to the student in this context as well. These standards are summarized here for emphasis.

Conduct Dismissal

The University maintains non-academic standards of student behavior that are outlined in the “Student Rights and Responsibilities” section of the University Catalogue. The University expects students to be responsible for their actions and to respect the rights of others. Certain personal actions, on University property or while engaged in any University activity, are considered non-academic misconduct and are subject to disciplinary action. A full listing of such misconduct is found in the University of Michigan-Flint, 2001-2003 Catalogue on page 43. The University will respond to such misconduct with a range of possible sanctions, which are outlined in the University Catalogue on page 45.

Academic Dismissal

Students must remain in good academic standing; maintain a minimum overall G.P.A. of 2.4, with a "C" or better in all social work classes; and successfully complete field placement assignments.

Poor academic performance is monitored by the university committee on Academic Standards and Office of the Registrar. Students who fall below the minimum GPA or who

demonstrate a pattern of poor performance in academic courses are sanctioned with a warning, probation, or dismissal.

Academic dismissal from the social work program will be implemented when a student is unable to meet these minimum academic standards. Academic dismissal may also be implemented when a student violates university and department standards of academic integrity, including plagiarism, falsification of data and cheating.

The academic dismissal process includes the following steps:

1. Notification of the program director by the faculty member involved in the alleged problem;
2. Notification of the student of the alleged problem;
3. Investigation of the alleged problem by a committee consisting of the majority of full-time department faculty; and
4. Disposition of the case and notification of the student within two work weeks.

The student has the right to appeal the decision to the department, and if still dissatisfied, to the School of Education and Human Services. The student may further appeal to the appropriate committees of the University and to the Chancellor.

DISMISSAL FOR PROFESSIONAL AND OTHER REASONS

In addition, the social work program is charged with preparing generalist baccalaureate social work practitioners who demonstrate the necessary knowledge, skills, and values and ethics of professional practice. Absence of any of these characteristics can compromise the individual's practice as a social worker. In order to assure that students who graduate with a degree in social work are adequately prepared for professional practice, additional standards of performance (e.g. values and ethical behavior) have been established by the Social Work Department. Those standards are primarily focused on the NASW Code of Ethics.

The UM-Flint Social Work Department requires all social work students to adhere to the NASW Code of Ethics. The Code establishes standards for professional social work conduct. These are minimum expectations and any violation of any of these standards may lead to sanctions including dismissal from the social work program.

The major ethical standards of the NASW Code of Ethics, which are particularly relevant to social work students, are summarized as follows:*

1. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO CLIENTS.
 - 1.01 **Commitment to Clients:** The social worker's primary responsibility is to clients.
 - 1.02 **Self Determination:** The social worker should make every effort to foster maximum self-determination on the part of clients.
 - 1.03 **Informed Consent:** The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
 - 1.04 **Competence:** The social worker should only provide services that they are appropriately prepared to deliver competently.
 - 1.05 **Cultural Competence and Social Diversity:** Social workers should understand, be knowledgeable about cultures, be able to deliver competent services that are culture sensitive.
 - 1.06 **Conflicts of Interest:** Social workers should recognize and avoid potential conflict of interest situations.
 - 1.07 **Privacy and Confidentiality:** The social worker should respect and protect the client's right to privacy.
 - 1.08 **Access to Records:** Social workers should provide clients with reasonable access to records concerning the client.
 - 1.09 **Sexual Relationships:** Social workers should never engage in sexual activities with current clients, and should follow NASW and employer guidelines regarding sexual activity with former clients and persons with close relationships to current or former clients.
 - 1.10 **Physical Contact:** Social workers should not engage in physical contact with clients unless it is appropriate and is preceded by clear, appropriate, and culturally sensitive boundary setting.

- 1.11 **Sexual Harassment:** Social workers should not sexually harass clients.
 - 1.12 **Derogatory Language:** Social workers should use accurate and respectful language in all communications to and about clients.
 - 1.13 **Clients Who lack Decision-Making Capacity:** When acting on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.
 - 1.14 **Interruption of Services:** Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.
 - 1.15 **Termination of Services:** Social workers should terminate services to and professional relationships with clients on the basis only of the clients needs and best interests, and a in a manner which serves those needs and interests.
2. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITY TO COLLEAGUES.
- 2.01 **Respect, Fairness and Courtesy:** The social worker should treat colleagues with respect, courtesy and fairness, and good faith.
 - 2.02 **Confidentiality:** Social workers should respect confidential information shared by colleagues in the course of their professional relationships.
 - 2.03 **Interdisciplinary Collaboration:** Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well being of clients from the perspective of the social work profession.
 - 2.04 **Disputes Involving Colleagues:** Disputes involving colleagues should always be responded to in a professional manner, and should never be exploited for the social workers own benefit.
 - 2.05 **Consultation:** Social workers should utilize appropriate consultation whenever it is in the client's best interest and should do so in a manner which ensures protection of confidential information to the extent feasible.
 - 2.06 **Referral for Services:** Social workers should refer clients to other professionals when such referral is in the best interests of the client.
 - 2.07 **Sexual Relationships:** Social workers should not engage in sexual activities with other professionals over whom they exercise professional authority, and should always consider potential for conflict of interest.
 - 2.08 **Sexual Harassment:** Social workers should not sexually harass supervisees, students, trainees or colleagues.

- 2.09 **Impairment of Colleagues:** Social workers who have direct knowledge of a colleague's impairment that interferes with practice effectiveness should take appropriate action.
- 2.10 **Incompetence of Colleagues:** Social workers who have direct knowledge of a colleagues incompetence should take appropriate action.
- 2.11 **Unethical Conduct of Colleagues:** Social workers should take adequate measure to discourage, prevent, expose, and correct the unethical conduct of colleagues.

3. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS.

- 3.04 **Client Records:** Social workers should take reasonable steps to ensure that documentation in records is accurate and timely, that it protects client privacy to the extent possible and that it is maintained in a manner that ensures future access.
- 3.06 **Client Transfer:** If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.
- 3.07 **Administration:** Social workers should advocate for resource allocation procedures that are open and fair.
- 3.09 **Commitments to Employers:** Social workers generally should adhere to commitments made to employers and employing organizations. While doing so they should work to improve policies and procedures and efficiency and effectiveness of their services.
- 3.10 **Labor-Management Disputes:** Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action in a labor-management dispute situation.

4. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES AS PROFESSIONALS.

- 4.01 **Competence:** Social workers should strive to become and remain proficient in professional practice and the performance of professional functions.
- 4.02 **Discrimination:** Social workers should not practice, condone, facilitate or collaborate with any form of discrimination.
- 4.03 **Private Conduct:** Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.
- 4.04 **Dishonesty, Fraud and Deception:** Social workers should not participate in, condone, or be associated with dishonesty, fraud or deception.

- 4.05 **Impairment:** Social workers should not allow personal issues to interfere with their professional performance. When personal issues do interfere with their professional performance, social workers should immediately seek consultation and take appropriate remedial action.
- 4.06 **Misrepresentation:** Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession.
- 4.07 **Solicitations:** Social workers should not engage in solicitations of testimonial endorsements from current clients or from other people who are vulnerable to undue influence.
- 4.08 **Acknowledging Credit:** Social workers should take responsibility and credit only for work they have actually performed and to which they have contributed, and should acknowledge the work of and contributions made by others.
5. THE SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION.
- 5.01 **Integrity of the Profession:** Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession.
- 5.02 **Evaluation and Research:** Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions. Social workers should educate themselves and their colleagues about responsible research practices.
6. SOCIAL WORKER'S ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY.
- 6.01 **Social Welfare:** Social workers should promote the general welfare of society, from local to global levels.
- 6.02 **Public Participation:** Social workers should facilitate informed participation by the public in shaping social policies and institutions.
- 6.03 **Public Emergencies:** Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.
- 6.04 **Social and Political Action:** Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully, and should promote conditions that encourage respect for cultural and social diversity.

These standards include, among other things, measures for relationship skills and behavior elements, and address the role of students in variety of settings, including but not limited to the classroom, field placement agencies, activities of the Social Work Club, while conducting class assignments, and in any other setting where acting as or recognized as a student. Failure to demonstrate effective compliance with the values, emotional stability and comporment of the social work profession will warrant consideration of possible sanction, including dismissal from the Social Work Program.

Examples of reasons for dismissal include but are not limited to:

- Inappropriate disclosure of client information, i.e. confidentiality (Code of Ethics 1.07)
- Inability to demonstrate non-judgmental practice when working with clients, peers, agency staff for agency policy, i.e. self-determination, non-judgmental attitude (Code of Ethics 1.12, 2.01, 3.09)
- Inability to maintain appropriate boundaries with clients, peers, staff, and supervisors, i.e. controlled emotional involvement (Code of Ethics 1.06, 1.09, 1.10, 1.11, 2.07, 2.08)
- Inability to perform appropriately due to psychiatric disorder, substance abuse, or personal issues, i.e. conscious use of self (Code of Ethics 2.09, 4.05)

Students are expected to be familiar with and adhere to the entire Code of Ethics.

*The complete text of the Code of Ethics of the National Association of Social Workers, as revised in 1999, is available from: NASW, Inc., 750 First St., NE Suite 700, Washington, DC 20002-4241. It is also available at a NASW website:

<http://www.socialworkers.org/code/ethics.htm>

A copy of an older summary, including a discussion, may be found in Popple, P., and Leighninger, L., Social Work, Social Welfare and American Society, 4th edition, Allyn and Bacon, Boston, 1993.

Non-Academic Sanctions

UNIVERSITY

As consistent with the policies for all students, a social work student who is unable to maintain the expected behaviors of University enrollment, as outlined in the University Non-Academic Rights and Responsibilities section of the University Catalogue 2001-2003, becomes subject to the Non-Academic Procedural Rights procedures (Catalogue 44-46, 2001-2003).

SOCIAL WORK DEPARTMENT NON-ACADEMIC MISCONDUCT

The Social work Department has responsibilities that extend beyond those of the University. When a social work student has been found to be in violation of one or more of the University's non-academic standards of conduct, the Social Work Department may also consider departmental sanction including termination from the social work program. Sanction by the Department may occur simultaneously or separately with the University's action.

*It is feasible for a student to receive a sanction from the University less than expulsion, but to be dismissed from the Social Work Program. In such a situation, the student is able to continue as a student of the University, but not remain a social work major.

*Conversely, it is possible, for the sanction of the University to be more severe than that of the Social Work Department. Any sanction by the Department, less than termination, is contingent upon a decision by the University. If the University should sanction with expulsion from the University, that sanction would take precedence over any lesser sanction imposed by the Social Work Department.

SOCIAL WORK DEPARTMENT PROFESSIONAL ETHICS VIOLATIONS

For instances of violation of ethical professional standards specific to Social Work, which are in addition to the University standards as outlined in the University Catalogue, the Department may consider sanctions within the Social Work Program up to and including termination from the program.

Dismissal from the Social Work Program does not prohibit a student from continuing as a student of the University or from graduating from the University with a major other than social work.

Procedures

UNIVERSITY NON-ACADEMIC STANDARDS OF CONDUCT:

When a social work student is suspected of having engaged in conduct which violates the University Non-Academic Conduct Standards, the Social Work Department Chairperson shall notify the appropriate persons in the University, as noted in the Catalogue, 2001-2003.

Simultaneously, the Department Chairperson shall appoint a Faculty Committee of at least two full-time faculty members, to investigate the matter as it relates to the student's status in the social work program. The student shall be given the opportunity to provide information during the investigation. Within two weeks a written report with findings shall be provided to the Department Chairperson. An extension of the time allowed for investigation can be made by the Department Chairperson, when such extension is necessary for a thorough and fair consideration of the situation. The Department Chairperson shall then call a meeting of the entire full-time faculty within one week of receiving the Faculty Committee report, to review the findings and make recommendations, to the student and other relevant parties within one week of the Department meeting.

SOCIAL WORK PROFESSIONAL STANDARDS OF PERFORMANCE:

A practicum field supervisor or program faculty who suspects a social work student of violating the professional standards of performance (NASW Code of Ethics), while engaged in field practicum shall report that concern to the Field Placement Coordinator in the Social Work Department. After investigating those concerns, if the Field Placement Coordinator believes a violation of professional standards of performance exists, the Field Placement Coordinator shall report his/her findings in writing to the Department Chairperson within one week of completing his/her investigation. The Department Chairperson shall appoint a Faculty Committee of at least two full-time faculty members. The Committee will have the responsibility to review the findings of the Field Placement Coordinator, and to carry out further investigation as deemed necessary by the Committee and the Department Chairperson. During both investigations the student shall be given the opportunity to provide information. The findings of the Faculty Committee shall be provided, in writing, to the Department Chairperson within two weeks. An extension of the time

allowed for our investigation can be made by the Department Chairperson, when such extension is necessary for a thorough and fair consideration of the situation. The Department Chairperson shall then call a meeting of the entire full-time faculty within one week of receiving the Faculty Committee report, to review the findings and recommendations, to the student within one week of the Department meeting.

A program faculty who suspects a social work student to be in violation of professional standards of performance (NASW Code of Ethics), while acting as or recognized as a student other than in field practicum, shall report that concern to the Department Chairperson. If the Faculty and the Department Chairperson believe that a violation of professional standards of performance exists, the Department Chairperson shall appoint a Faculty Committee of at least two full-time faculty members. The procedures described when a Faculty Committee is appointed to investigate suspected violation of professional standards in field practicum, shall be followed thereafter.

SANCTIONS:

When consideration for sanction is warranted, a sanction review meeting of all full-time faculty, shall be held within one week of a finding that the student has violated professional standards of performance. The decision regarding appropriate sanction to be imposed, shall represent a majority opinion of the full-time faculty. That decision shall be provided, in writing, to the student within one week of the review meeting. Options for sanction include, but are not limited to:

1. Continuation in the social work program, including field placement, contingent on simultaneous and appropriate corrective action.
2. Temporary dismissal from field placement with approval to return the following year upon evidence of satisfactory correction action.
3. Dismissal from social work program with possibility of return upon evidence of satisfactory corrective action.
4. Permanent dismissal from the social work program.

APPEAL:

A student has the right to appeal a Department sanction as outlined in the Social Work Student Handbook. The basis of such appeal would be to address the sanctions and to request reinstatement of the student to their previous status. Upon receipt of an appeal, the Department Chairperson shall appoint an Ad Hoc Professional Standards Committee to review the decision of the Department. The findings of the Ad Hoc Professional Standards Committee shall be submitted to the Department Chairperson within one week of their appointment.

A student who has been dismissed from the social work program has the right to reapply for admission, at a later time. The Department Faculty will review such application for readmission and will apply all criteria for initial admission applications as well as review whether sufficient corrective action has occurred.

VI. FIELD AGENCY ROLE, RELATIONSHIP & RESPONSIBILITY

The Social Work Program strives to establish ongoing and enduring relationships with social service agencies and organizations throughout its eight county service area. The utilization of a particular agency during any given semester depends upon the needs of the school in terms of the number of placements and the staff availability of the agencies. Agencies and organizations are selected as field placement sites on the basis of the opportunities they can provide for students in terms of learning, career interest, the client group served, the educational requirements and objectives of the school, and the willingness and capability of the agency/organization to provide appropriate field instructors.

AGENCY SELECTION CRITERIA:

The field agency engages jointly with the university field coordinator in selecting agency field instructors, planning the field practicum, and assessing student progress. The university faculty, namely the director of field instruction hold the final decision on matters relating to final grades. The Department of social Work requires documentation of an agencies commitment to the values of the profession, practice competence, and interest in teaching. The agency is

expected to adjust or allow adequate time for selected supervisors to participate in the development and implementation of field instruction through involvement in learning contracts, evaluations, workshops, orientations and a minimum of one hour per week of direct supervisory conferences with a student intern. The following is an outline of some basic criteria:

1. Students must be permitted to carry responsibility for direct work with clients and/or projects.
 2. The agency philosophy must be compatible with the educational objectives, values and ethics of the University and the social work profession.
 3. Site selection must be guided by the mission and goals of the University.
 4. The agency must provide suitable accommodations and support services.
5. The scope of the program should be such as to offer students a responsible range of appropriate experiences, especially practice with oppressed persons, groups, families, and communities.
 6. A qualified field instructor must be available.

With respect to agency field supervisors, the basic requirements include an MSW or BSW degree and the ability to meet the following specific criteria:

1. Effective individual practice knowledge, and skills
2. Willingness to work with students.
3. Commitment to social work values as exemplified in the social work Code of Ethics.
4. Willingness to develop and refine skills in field instruction through such means as attending classes workshops, and institutes.
5. An ability to conceptualize the practice of social work.
6. A commitment to social work education and a willingness to expend the necessary time and energy.
7. An ability to communicate ideas and concepts to others.

AGENCY FIELD INSTRUCTOR SELECTION CRITERIA

With a few very special agencies when the Department faculty feel that the agency has a very meaningful program and will allow faculty involvement with the day to day supervision of the student, the faculty will authorize a field placement in a setting where there is either an MSW or BSW supervisor. The overall criteria for identifying an agency as a field placement site involves the following:

1. A resume of education and experience is submitted for all agency field supervisors.
2. A written description of the tasks to which students will be assigned is provided.
3. A description of the agency in the form of a summary outline of the major aspects of the agency and/or an annual report.

4. An indication of willingness to evaluate the student's performance by a specified date.
5. A provision of evidence that the agency staff, especially the student's immediate supervisor is willing to accept and work with the student.
6. An indication of willingness on the part of the student's immediate supervisor to attend at least one field instructor's meeting annually so as to participate in the University's programs for its students.

It is expected that agencies will provide professionals with experience in the field area along with direct or indirect supervision by an MSW or BSW who is committed to the educational process. Field instruction should be considered a part of their regular duties, with time allotted for that function. An agency has the right to deny or refuse placement of any student who in the agency's judgment does not meet the criteria for acceptance. The agency also has the right to limit the total number of students it may be willing to accept at any given time. For a program of this nature to be effective, there must be clarity of purpose, meaningful communication and coordination between the University, the student, the agency, and the field instructor.

AGENCY ORIENTATION

A student's first few days in field can set the tone for many weeks to come and affect his/her response to subsequent experiences and assignments. The need for a formal, structured, and well-planned orientation is essential. The individual who has never experienced a social work placement usually has a very limited and distorted concept of what the process involves. When students are dumped into a setting with little or no orientation, they must expend a considerable amount of time and energy trying to orient themselves. This leaves them with reduced resources to apply to content learning. A formal orientation will reduce (but not eliminate) this energy expenditure as well as student anxiety.

Many students are so anxious at the beginning of placement that they retain very little of the material presented in the orientation programs. However, this should not discourage agencies from providing basic orientation experiences. If written materials are distributed during orientation, the student can always review them again later.

Social work students are adult learners. They invest a great deal in their education, yet many naively move through the experience without assessing whether it is in fact providing the skills and knowledge they will need to function effectively as social work practitioners after graduation. Many simply do not know what they should be getting in field placement or in

classroom and thus have no yardstick against which to assess their current experience. Thus they fail to take action to improve their experience before an entire placement has elapsed. One of the best methods of preparing students to be active participants in the field agency is to provide a meaningful orientation experience.

RESPONSIBILITIES OF AGENCY FIELD SUPERVISOR

1. To establish a positive relationship with students and to jointly establish educational goals (in terms of practice experiences) for the semester.
2. To insure meaningful direct practice experiences for the students.
3. To conduct structured weekly supervision in which the student (s) past work is reviewed; future work plans are made; learning and practical application experiences are monitored; and the evaluation plan is periodically reviewed.
4. To keep the Field Liaison informed about the student's progress/problems during the semester.
5. To assist the student in acquiring agency information and services that may be needed for the student's educational requirements and ongoing work with clients.
6. To keep the student (s) informed about field instructor's evaluation of their work and progress.
7. To be familiar with or acquire familiarity with the generalist framework of social work practice, and to support the student's skill development in accordance with this approach.
8. To assist the student with the integration of classroom learning with what he/she is experiencing in the field.
9. To maintain a record of the number of hours each student spends in the field agency. (Students are required to spend 16 hours per week in the field agency: a total of approximately 240 clock hours for the 14 week semester.) Student absences are to be made up by the student at the discretion of the agency field instructor. An absolute minimum of 220 hours for each semester, is still required.
10. To submit a written evaluation at the end of each semester by completing and reviewing with the student the field practicum evaluation form provided by the University.

VII. ROLE AND RESPONSIBILITIES OF THE UNIVERSITY FIELD LIAISON

The field practicum is designed to create an environment where the student can grow professionally assisted by some experiential activity. Thus, individual growth and development in the work situation is what field work is all about. This opportunity is by definition, a planned learning experience in a social service agency or organization. Monitoring and evaluation of the practicum is structured to assure that students are receiving a quality educational experience that includes the following activity:

- a] at least one faculty visit to each agency setting each semester.
- b] a student completed written agency evaluation at the end of a student's second semester in placement.
- c] agency field instructor attendance at one field instructor training session per year.
- d] the completion of an agency affiliation agreement statement.
- e] the acceptance and sign-off of an individual student learning contract.

Criteria for the evaluation of student performance in the field practicum is based on the learning contract which is a reflection of the program learning objectives and expected educational outcomes. The practicum is carefully evaluated in terms of its appropriateness for specific learning experiences and educationally directed field instruction opportunities. The learning contract, the weekly field instruction seminar and the regular monitoring by assigned faculty serves to insure that the practicum is in fact educationally structured and directed.

The Social Work Department does not encourage field placements at places of employment. If an exception to this policy is required, a special agreement involving reassignment of the student to a different setting during the duration of the field practicum must be worked out. The arrangement will require learning objectives distinct from regular job requirements and additional time above and beyond regular work hours to complete the field practicum activities.

VIII. STUDENT RESPONSIBILITIES

Student's assignments should provide interns with an opportunity to work with individuals, families, groups and the community in general. Furthermore the experience is to be an active one and not merely observation, or clerical work. The agency field supervisor should feel free to creatively develop a wide range of educational activities.

USING AGENCY SUPERVISION: In order for a social worker to learn job-related tasks and procedures and develop as skilled professionals, they must make appropriate and effective use of supervision. The term supervision as used here places less emphasis on a supervisor overseer or inspector and more emphasis on a supervisor as a skilled master of work to be done, a leader and teacher.

An agency, its workers, supervisors, and administrators, exist for the purpose of providing quality service to clients. All other functions and activities must be viewed as a means of accomplishing that end. The supervisor serves the clients through the work of line workers or supervisees. The quality of service provided to a client is the ultimate test of a supervisor's performance. The supervisor administratively integrates and coordinates the supervisees work with others in the agency and educates the workers to a more skillful performance in their tasks.

There are three major functions or components of supervisory practice: (1) the administrative function, (2) the supportive function, and (3) the educational function. Although all three are equally important in terms of the supervisory role, the latter two functions will be emphasized as part of this educational field placement. The following is a list of specific roles and responsibilities to guide the activities of student interns.

1. To complete a field placement application form and register for SWK 399 Field Instruction Orientation Seminar during Spring semester prior to the semester one intends to begin field instruction training.
2. To spend sixteen hours per week in an assigned agency beginning the first week of the semester.
3. To complete all writing assignments and agency recording requirements promptly and in a professional manner.
4. To report to the agency promptly and to adhere to the mutually arranged schedule. It is the responsibility of the student to notify the agency field

instructor if unable to report for field placement. Absences beyond the student's control can be made up (to a reasonable limit as determined by the field instructor). Irresponsible attendance will be grounds for termination from field with a failing grade.

5. To use initiative and imagination in his/her activities in field work.
6. Be prepared to share experiences and activities in classroom discussion.
7. Begin the field placement with a positive and receptive attitude.
8. Complete an evaluation of the field placement setting/experience at the conclusion of the semester.
9. Visit other agencies to better understand their functions and/or relationship to the host agency.
10. Carry ongoing staff responsibility for individual client groups and complete a social history, assessment, small group analysis, organizational analysis, and other exercises as determined by the seminar instructor or agency supervisor.

IX. FIELD PRACTICUM WITHIN THE SOCIAL WORK CURRICULUM

The baccalaureate curriculum includes a liberal arts perspective (general education) and some professional foundation courses that cover the following knowledge and values areas.

The professional foundation courses includes content on social work (1) values and ethics, (2) diversity, (3) social and economic justice, (4) populations at risk, (5) human behavior and the social environment, (6) social welfare policy and services, (7) social work practice, (8) research, and (9) practice skill instruction. These nine content areas are distributed throughout the following five major groups of social work social science and biological science courses. The Field Practicum incorporates all of these professional foundations with an emphasis on the ninth aspect of practice skills instruction.

THE GENERALIST PRACTICE MODEL:

As you have learned in the application of systems theory, social work constructs understanding social problems as “person in environment”. Success is field practicum practices

will be determined based on the extent to which you use this theoretical understanding under the direct implementation of the Generalist Practice Model.

The method of intervention emphasized in field practicum is the Generalist Practice Model. As you have learned in previous courses, the Social Work Program at the University of Michigan – Flint employs four (4) aspects of Generalist Practice Model.

1. The Social Worker is a professional change agent who engages in an intervention process to enhance people's well-being.
2. The Social Worker works with individuals, families, groups, organizations and communities as both target and client systems.
3. Action is based on client system need and not on the preferred intervention method of the Social Worker.
4. The generalist Social Worker utilizes a six step process which involves the conscious and purposeful application of the aforementioned "planned change effort."

In order to act as a generalist social worker, you are expected to implement this model.

The first step in generalist practice requires that you assess the situation with the client and decide which system is the appropriate unit of attention for treatment intervention. To accomplish this task, generalist social workers must learn a variety of assessment and treatment techniques to assist clients with their problems.

The intent of generalist practice is to provide a solid base of skills to effectively approach a problem from a variety of perspectives (i.e., micro, mezzo, macro).

MICRO---focuses on the client/worker relationship and basic interviewing skills that help build rapport (case-work method).

MEZZO---focus on using groups and group process to alleviate problems (group work)

MACRO---focuses on working with organizations and communities to develop programs (community organization and administration).

The generalist practice approach emphasizes the importance of developing skills to work on social problems at all three levels. For example a problem of illegal drug use by minors in an urban community would be addressed using:

micro---helping individuals to break the habit

mezzo---self help and support groups

macro---policy against drug dealers, drug rehabilitation programming, employment alternatives, and recreational programs

B. The Planned Change Process

The subsequent step in the application generalist practice model is to implement the planned change process. The ***planned change process*** is the core to generalist practice. It involves assessing problems and utilizing various intervention strategies to resolve the difficulty, utilizing six basic steps:

1. *Intake/Engagement* -- used to screen the situation to determine if the agency is appropriate and to encourage client to utilize the agencies service.
2. *Assessment* -- accurate identification and interpretation of problem area to provide a clear understanding about what needs to be accomplished (look at strengths and barriers to service).
3. *Planning/Contracting* -- Working with the client to identify alternative solutions to situations which includes translating problems into goals and objectives and agreeing on roles and responsibilities.
4. *Intervention* -- using social work theory and knowledge to take action toward achieving a desired outcome which may involve matching an intervention approach with the problem and utilizing available resources.
5. *Evaluating* -- determining whether the intervention was effective and whether desired outcomes have been achieved. This could involve informal as well as formal scientific inquiry.
6. *Termination* -- successfully closing the case and ending the helping relationship.

All of the courses in the curriculum mentioned above are sequenced and designed to complement one another. For example social work values and ethics, content about women, ethnic groups, people of color, and special population groups is integrated throughout all of the required social work courses. The process of self evaluation/self awareness is begun during the first social work course and is continued throughout the curriculum. Assignments are developed which encourage critical thinking and self analysis.

X. SOCIAL WORK PROGRAM FACULTY

Full Time Faculty

Charles Bailey, Program Director
Everett Blakely, Associate Professor
Jackie Howard, Director of Field Education
Kathleen Woehrle, Associate Professor

Emeriti Faculty

Thomas L. Coffey
Charles A. Jones

Adjunct Faculty

Bettina Campbell, MSW
Tyrone Croom, MSW
F, Michael Ennis, Ph.D
Colleen Determan, MSW
Renee Cousino-Marshke, MSW
Laverne McCombs, MSW
Kimberly Roberson,MSW, Ph. D.
Wanda Wolosuk, MSW

APPENDIX A

CSWE Curriculum Policy Statement

Curriculum Policy Statement for Baccalaureate Degree Programs in Social Work Education

B1.0 Scope and Intent of the Curriculum Policy Statement

- B1.1 This document sets forth the official curriculum policy for the accreditation of baccalaureate (BSW) programs of social work education by the Council on Social Work Education. It supersedes all prior statements of curriculum policy for the baccalaureate program level.
- B1.2 The Curriculum Policy Statement establishes mandates for minimum requirements for the curricula of baccalaureate programs to be accredited by the Council. The policy statement specifies certain content areas and requires that they be logically related to each other, to the purposes and values of social work set forth in this document, and to the purposes, mission, resources, and educational context of each professional program. The statement does not prescribe any particular curriculum design.
- B1.3 Each program is responsible for making every faculty member, student, field instructor, and administrator associated with the program aware of the content of the Curriculum Policy Statement.

B2.0 Relationship to Accreditation Standards

- B2.1 The Commission on Accreditation of the Council develops standards by which social work education programs are evaluated for accreditation. These standards pertain to the organization, administration, and curriculum implementation of programs of social work education. Curriculum standards are derived from and must conform with this Curriculum Policy Statement.

B3.0 Promises Underlying Social Work Education

- B3.1 The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.
- B3.2 Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession's history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

- B3.3 Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Doctoral programs are not accredited by the Council.
- B3.4 Programs of social work education maintain close, reciprocal, and ongoing relationships with social work practitioners and with groups and organizations that promote, provide, or seek to influence social policies and social work services. Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain systematic communication with these individuals and groups.
- B3.5 The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers.
- B3.6 Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.
- B3.7 Social work education programs assume a leadership role within the profession by offering curricula that are at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

B4.0 Purpose of Social Work

- B4.1 The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes:
- B4.1.1 The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.
- B4.1.2 The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.
- B4.1.3 The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.

B4.1.4 The development and testing of professional knowledge and skills related to these purposes.

B5.0 Purpose and Structure of Baccalaureate Social Work Education

B5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to their education.

B5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice.

Both levels of social work education must provide a professional foundation curriculum that contains the common body of the profession's knowledge, values, and skills. This common base is transferable among settings, population groups, and problem areas. The baccalaureate level of social work education must include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

B5.3 Professional social work education at the baccalaureate level takes place in accredited baccalaureate degree-granting colleges and universities.

B5.4 All baccalaureate social work programs must:

B5.4.1 Provide content about social work practice with client systems of various sizes and types.

B5.4.2 Prepare graduates to practice with diverse populations.

B5.4.3 Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

B5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

- B5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.
- B5.5 The baccalaureate curriculum must be based upon a liberal arts perspective and must include the professional foundation.
- B5.6 The baccalaureate curriculum must be developed and organized as a coherent and integrated whole.
- B5.7 Graduates of a baccalaureate social work program will be able to:
 - B5.7.1 Apply critical thinking skills within the context of professional social work practice.
 - B5.7.2 Practice within the values and ethics of the social work professional and with an understanding of and respect for the positive value of diversity.
 - B5.7.3 Demonstrate the professional use of self.
 - B5.7.4 Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
 - B5.7.5 Understand the history of the social work profession and its current structures and issues.
 - B5.7.6 Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
 - B5.7.7 Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
 - B5.7.8 Analyze the impact of social policies on client systems, workers, and agencies.
 - B5.7.9 Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.
 - B5.7.10 Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
 - B5.7.11 Use supervision appropriate to generalist practice.
 - B5.7.12 Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

Liberal Arts Perspective

- B5.8 A liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. The baccalaureate professional program in social work is built upon a liberal arts perspective.
- B5.9 A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. Students must be capable of thinking critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge of social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.
- B5.10 Determination of whether students have acquired a liberal arts perspective is left to the judgement of each social work program's faculty. Each program must clearly explicate the requirements for training in a liberal arts perspective and the rationale for those requirements.

B6.0 Baccalaureate Curriculum Content

- B6.1 The baccalaureate curriculum must include a liberal arts perspective and the professional foundation. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. Baccalaureate programs must achieve integration among these professional content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the professional curriculum must occur through classroom experiences and field practice. The baccalaureate social work curriculum must cover, but is not necessarily limited to, the professional foundation.
- B6.2 The curriculum design of each program must identify a coherent approach for the selection of research and theories offered. Every part of the baccalaureate curriculum must strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. Content provided in each curricular area must be relevant to the objectives, philosophy, and mission of the individual program and must facilitate the student's understanding of how the knowledge relates to social work practice.

Social Work Values and Ethics

- B6.3 Programs of social work education must provide specific knowledge about social work values and their ethical implications and must provide opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:
- B6.3.1 Social workers' professional relationships are built on regard for individual worth and dignity, and advance by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.
 - B6.3.2 Social workers respect individuals' right to make independent decisions and to participate actively in the helping process.
 - B6.3.3 Social workers are committed to assisting client systems to obtain needed resources.
 - B6.3.4 Social workers strive to make social institutions more humane and responsive to human needs.
 - B6.3.5 Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.
 - B6.3.6 Social workers are responsible for their own ethical conduct, the quality of their practice, and for seeking continuous growth in the knowledge and skills of their profession.

Diversity

- B6.4 Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

Promotion of Social and Economic Justice

- B6.5 Programs of social work education must provide an understanding of the dynamics and consequences of social and economic injustice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that advance the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized forms of oppression.

Populations-at-Risk

- B6.6 Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups.

Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.

Human Behavior and the Social Environment

- B6.7 Programs of social work education must provide content about theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions, and communities). The human behavior and the social environment curriculum must provide an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in maintain or achieving optimal health and well-being. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations.

Social Welfare Policy and Services

- B6.8 Social welfare policy and services content must include the history, mission, and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in maintaining or achieving optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice.

Social Work Practice

- B6.9 At the baccalaureate level, professional social work education prepares students for generalist practice with systems of all sizes. Practice content emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client. Content on practice assessment focuses on the examination of client strengths and problems in the interactions among individuals and between people and their environments.

Social work practice content must include knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge and technological advances; and termination. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes.

- B6.10 Each program must explicate the ways in which students are prepared for generalist practice.

Research

- B6.11 The research curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and to evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry must be included in the research content.

The research content must include quantitative and qualitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances.

- B6.12 Each program must identify how the research curriculum contributes to the student's use of scientific knowledge for practice.

Field Practicum

- B6.13 The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.
- B6.14 Field education at the baccalaureate level requires a minimum of 400 hours in field practicum.
- B6.15 Each educational program must establish standards for field practicum settings that define their social work services and practices, field instructor assignments and activities, and student learning expectations and responsibilities. Individual programs may organize their practice in different ways but must ensure educationally directed, coordinated, and monitored practicum experiences for all students. All programs must provide:
- a. A placement that is based upon the objectives of the educational program and the learning needs of each student.
 - b. Structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of the practicum setting.
 - c. Support for field practicum instructors by:
 1. Sharing pertinent information about practicum students.
 2. Providing information about the organization and content of the educational curriculum, emphasizing the interrelationships among human behavior, social policy, research, and practice content.
 3. Providing information about the sequencing of course content.
 4. Articulating clear practice and evaluation goals for the field practicum and for each student.
 5. Offering orientation and training programs.

B7.0 Avenues of Renewal

- B7.1 Programs of social work education must remain vital and progressive by actively pursuing ongoing exchanges with the practice community and other essential groups, and by developing and assessing new knowledge and technology.
- B7.1.1 Programs must establish and maintain close, reciprocal, and ongoing relationships with social work practitioners, and use those relationships continuously to evaluate the total curriculum.
- B7.1.2 Programs must establish and maintain relationships with groups that develop, implement, and benefit from social policies and services.
- B7.1.3 Programs must establish and maintain involvement with professional associations and with academic disciplines and departments.
- B7.1.4 Programs must assume responsibility for systematic, high-quality scholarship that assesses social work practice and develops new knowledge.

From: Council on Social Work Education, Commission on Accreditation, Handbook of Accreditation Standards and Procedures, 4th edition, Alexandria, VA, 1994.

Appendix C

Student Performance Evaluation Instrument

**The University of Michigan-Flint
School of Education and Human Services
Social Work Department
Student Performance Evaluation Instrument**

NAME OF STUDENT _____

NAME OF EVALUATOR _____

AGENCY NAME _____

AGENCY ADDRESS _____

Period covered by evaluation _____

Please use the following scale to rate Personal Characteristics:

S--Satisfactory	U--Unsatisfactory
M--Some concern, Marginal	N--Not Observed

INSTRUCTIONS:

A student's final grade for their Field Placement is based on three criteria:

1. Satisfactory completion of all assignments in SWK430 (Fall Semester) and SWK431 (Winter Semester)
2. Site visit conducted during each semester.
3. Written evaluation by their field supervisor at the end of each semester

Most students do not achieve scores of nine or ten until their second semester. A score of five, six or seven would be considered a high score for a student's first semester. Comments are especially useful when evaluating the score a student has been given. This document is used in evaluating program outcomes so consistency in scoring by all agencies is necessary.

If any item on the form does not apply to your student's particular learning experience, please indicate with the notation: N/A (Not Applicable).

A. PERSONAL CHARACTERISTICS

1. _____ Deep concern for human needs, attitude including display of genuine interest and enthusiasm, and positive response to suggestions for improvement.
2. _____ Verbal communication and presentation
3. _____ Flexibility
4. _____ Attitudes toward others unlike self: gender, age, race, cultural, etc.
5. _____ Honesty
6. _____ Stamina, fortitude
7. _____ Sense of humor
8. _____ Consciousness/sensitivity to social conditions

_____ **Total number of hours present in the agency during this evaluation period.**

_____ Signature of Evaluator

Date _____ Student's Signature

The student signature on this form does not imply agreement or disagreement with the evaluation. It only signifies that the student has had an opportunity to review the evaluation.

IF ANY ITEM ON THE FORM DOES NOT APPLY TO YOUR STUDENT'S PARTICULAR LEARNING EXPERIENCE, PLEASE INDICATE WITH THE NOTATION: N/A [NOT APPLICABLE]

Professional Characteristics

I. PROFESSIONAL RESPONSIBILITY:

<u>Unacceptable</u>	<u>Marginal</u>	<u>Good</u>	<u>Excellent</u>	<u>Outstanding</u>
1-----2	3-----4	5-----6	7-----8	9-----10
Appears bored with work and puts self interests first. Has a pattern of tardiness and/or absenteeism.	Sometimes appears interested in work and will put client interests first. Wastes time even when adhering to agency working hours.	Usually fulfills work responsibilities satisfactorily and is seldom tardy or absent from work.	Demonstrates responsibility in completing work assignments & makes good use of time.	Consistently responsible about all aspects of work and makes excellent use of time.

Numerical Score: _____

Comments: _____

II. POISE AND SELF CONTROL:

1-----2	3-----4	5-----6	7-----8	9-----10
Generally fails to maintain a professional, calm and objective manner, even under non-stressful situations.	Occasionally fails to maintain poise and control even under normal work situations.	Maintains poise & control under normal situations, but sometimes behaves erratically under stress.	Generally maintains poise and control, even when faced with very stressful situations.	Consistently maintains poise and control even under extreme or unexpected stress.

Numerical Score: _____

Comments: _____

III. ASSERTIVENESS:

<u>Unacceptable</u>	<u>Marginal</u>	<u>Good</u>	<u>Excellent</u>	<u>Outstanding</u>
1 ----- 2	3 ----- 4	5 ----- 6	7 ----- 8	9 -----10
Extremely passive; occasionally assertive, but only when inappropriate.	In most situations is too passive or assertive.	Appropriate under normal, routine situations, with occasional exceptions.	Will usually do normal, routine situations	Consistently appropriate, dealing with very difficult situations.

Numerical Score: _____

Comments: _____

IV. PERSONAL APPEARANCE AS RELATED TO AGENCY STANDARDS:

1 ----- 2	3 ----- 4	5 ----- 6	7 ----- 8	9 ----- 10
Appearance interferes in relationships with clients, agency, personnel, and/or the community.	Appearance is occasionally consistent with agency standards.	Appearance is generally consistent with agency standards.	Appearance is consistent with agency standards.	Appearance is always consistent with agency standards.

Numerical Score _____

Comments: _____

V. INTERVIEWING SKILLS

1-----2

Does not demonstrate knowledge and use of social work interviewing skills and is not perceptive to non-verbal communication.

3-----4

Is effective sometimes, but interviewing skills are limited. Usually does not interpret or respond to non-verbal communication appropriately.

5-----6

Interviewing skills are acceptable & student can interpret the most obvious meaning of non-verbal communication.

7-----8

Interviews skillfully in most situations and usually interprets and responds appropriately to non-verbal communication.

9-----10

Consistently interviews skillfully almost always interprets and responds to non-verbal communication appropriately.

Numerical Score _____

Comments: _____

VI. WRITTEN COMMUNICATION SKILLS/RECORDING:

Unacceptable

Marginal

Good

Excellent

Outstanding

1 ----- 2

3 ----- 4

5 ----- 6

7 ----- 8

9 ----- 10

Written material vague and contains many errors; student cannot meet deadlines.

Somewhat limited in ability to express self in writing and generally does not meet deadlines.

Written work is acceptable and is usually submitted on time.

Shows good organization and consistency in written communication and meeting deadlines.

Written work is always clear and concise and is always completed on time.

Numerical Score _____

Comments: _____

VII. CLIENT ASSESSMENT/DETERMINATION OF PRIORITIES:

<u>Unacceptable</u>	<u>Marginal</u>	<u>Good</u>	<u>Excellent</u>	<u>Outstanding</u>
1 -----2	3 ----- 4	5 ----- 6	7 ----- 8	9 ----- 10
Never assesses accurately and reaches wrong conclusion as a basis for service.	Has limited ability to assess accurately and plan appropriately.	Usually is able to assess routine situations and reach obvious conclusions.	Generally assesses routine situations and takes appropriate action. Occasionally is inaccurate in difficult situations.	Consistently assesses and follows through appropriately with both routine and difficult situations.

Numerical Score _____

Comments: _____

VIII. ABILITY TO DEVELOP AND MAINTAIN PROFESSIONAL RELATIONSHIPS WITH PEOPLE FROM VARIOUS CULTURAL, ETHNIC, & RACIAL BACKGROUNDS:

<u>Unacceptable</u>	<u>Marginal</u>	<u>Good</u>	<u>Excellent</u>	<u>Outstanding</u>
1 ----- 2	3 ----- 4	5 ----- 6	7 ----- 8	9 ----- 10
Cannot relate to people on a professional level.	Has some difficulty in forming relationships, except in familiar and uncomplicated situations.	Usually forms productive relationships, but has occasional difficulty in unfamiliar situations.	Generally forms productive relationships in both familiar & unfamiliar situations.	Consistently forms productive relationships with a wide range of consumers in complex situations.

Numerical Score _____

Comments: _____

IX. RELATIONSHIP WITH CO-WORKERS, STAFF, AND OTHER AGENCIES:

1 ----- 2	3 ----- 4	5 ----- 6	7 ----- 8	9 -----10
Arouses resentment; quarrels with others and cannot use tact and diplomacy.	Occasionally antagonistic, creating needless conflict, which impedes effective working relationships.	Working relationships are fairly smooth. Does not arouse antagonism or impede cooperative work, but does not actively contribute to efforts in problematic situations.	Good working relationships. Contributes to cooperative work in most situations and occasionally in problematic situations.	Promotes team work; very cooperative and handles delicate situation tactfully; is well liked by others.

Numerical Score _____

Comments:

X. ABILITY TO IDENTIFY AND USE COMMUNITY RESOURCES:

1 ----- 2	3 ----- 4	5 ----- 6	7 ----- 8	9 -----10
Almost no ability demonstrated.	Occasionally identifies the obvious resources.	Usually identifies and uses the obvious resources.	Demonstrates resourcefulness in seeking out some resources not commonly known.	Very responsible in seeking out and attempting to develop resources on his own initiative.

Numerical Score _____

Comments:

XI. DEMONSTRATION OF THE ACCEPTANCE AND USE OF BASIC SOCIAL WORK VALUES ETHICS AND PRINCIPLES:

Unacceptable	Marginal	Good	Excellent	Outstanding
1 ----- 2	3 ----- 4	5 ----- 6	7 ----- 8	9 -----10
No evidence that student has incorporated social work values, ethics and principles.	Usually demonstrated with only occasional exceptions	Demonstrated at an acceptable professional level.	Demonstrated frequently in routine situations and sometimes in controversial situations.	Consistently guided by social work values, ethics, and principles.
				Numerical Score _____

Comments: _____

XII. EFFECTIVENESS IN PROVIDING SERVICES TO INDIVIDUALS AND FAMILIES:

1. ----- 2	3 ----- 4	5 ----- 6	7 ----- 8	9 -----10
Completely ineffective	Seldom assesses situations accurately and is limited in ability to provide services.	Usually is effective in applying professional knowledge and skill in routine or uncomplicated situations.	Is effective most of the time even in situations requiring considerable patience and skill.	Consistently effective in both routine and extremely demanding situations.
				Numerical Score _____

Comments: _____

XIII. EFFECTIVENESS IN PLANNING AND ARRANGING WORK RESPONSIBILITIES:

1 -----2	3 ----- 4	5 ----- 6	7 ----- 8	9 ----- 10
Unable to plan and organize work effectively.	Occasionally demonstrates planning effectiveness.	Has some difficulty in planning and organizing work.	Usually plans and organizes work effectively.	Consistently plans effectively; and is well organized.
				Numerical Score _____

Comments: _____

XIV. ABILITY TO ASSURE RESPONSIBILITY FOR OWN LEARNING:

Unacceptable		Marginal		Good		Excellent		Outstanding	
1 -----	2	3 -----	4	5 -----	6	7 -----	8	9 -----	10
Never suggest or performs work activities on own initiative.		Very limited in planning and performing tasks independently.		Usually plans and performs only routine tasks without first checking with supervisor.		Frequently acts on his/her own in usual activities and sometimes in difficult or non-difficult routine matters.		Consistently acts on his/her own in handling usual as well as new and difficult situations.	
						Numerical Score _____			

Comments: _____

XV. ABILITY TO WORK WITHIN THE PURPOSE, STRUCTURE AND CONSTRAINTS OF THE AGENCY AND TO MAKE SUGGESTIONS FOR CHANGE IN A RESPONSIBLE MANNER:

1 -----	2	3 -----	4	5 -----	6	7 -----	8	9 -----	10
Defies agency standards and suggest or demands changes.		Abides by some agency standards but usually with reluctance.		Usually abides by routine standards but has difficulty learning and applying some standards.		Almost always abides by agency standards, and suggestions for change are usually made in a reasonable manner.		Consistently abides by agency standards and is very professional in making suggestions for change.	
						Numerical Score _____			

Comments _____

C: Evaluation of preparation as a generalist practitioner

Please rate your perception of the student's performance in your agency according to the following scale:

1= non-existent
3= minimal
5= adequate

7= thorough
9= superior

- | | |
|---|----------------------|
| 1. Student's ability to apply critical thinking skills within the context of professional social work practice. | 1 2 3 4 5 6 7 8 9 10 |
| 2. Student's ability to practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity. | 1 2 3 4 5 6 7 8 9 10 |
| 3. Student's demonstration of the professional use of self. | 1 2 3 4 5 6 7 8 9 10 |
| 4. Student's understanding of the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice. | 1 2 3 4 5 6 7 8 9 10 |
| 5. Student's ability to apply the knowledge and skills of generalist practice with client systems of all sizes. | 1 2 3 4 5 6 7 8 9 10 |
| 6. Student's ability to apply knowledge of bio-psycho-social development and theory of social interactions to systems of all sizes. | 1 2 3 4 5 6 7 8 9 10 |
| 7. Student's ability to evaluate research and apply findings to practice and evaluate their own practice. | 1 2 3 4 5 6 7 8 9 10 |
| 8. Student's ability to use different communication skills with different client populations. | 1 2 3 4 5 6 7 8 9 10 |
| 9. Student's ability to use supervision appropriately. | 1 2 3 4 5 6 7 8 9 10 |
| 10. Student's ability to function within the structure of the organization and seek necessary organizational change. | 1 2 3 4 5 6 7 8 9 10 |
| 11. Student's use of skills for life-long learning. | 1 2 3 4 5 6 7 8 9 10 |
| 12. Student's overall readiness for employment in a social work agency. | 1 2 3 4 5 6 7 8 9 10 |
| 13. Student's overall readiness for graduate study in social work. | 1 2 3 4 5 6 7 8 9 10 |

D. Documentation of Evaluation Review

Date _____ Student Signature _____

_____ Signature of Evaluator

The student signature on this form does not imply agreement or disagreement with the evaluation. It only signifies that the student has had an opportunity to review the evaluation.

Appendix D

Fieldwork Contract Work Sheet

The University of Michigan-Flint
 School of Education and Human Services
 Social Work Program

Field Work Contract

School Year: _____

Course Name/Number: Field Instruction I & II SWK 430/431

Total Contact Hours: 440

Total Credit Hours: 8

Student's Name: _____

Home Address: _____

Agency Name: _____

Agency Address: _____

Telephone: Home _____ Agency _____

APPROVAL SIGNATURES

Student _____ Date _____

University Fieldwork Coordinator _____

Agency Field Instructor (Supervisor) Acceptance Statement

The above named student has adequately explained the requirements for the Social Work field practicum at the University of Michigan-Flint. I (do) (do not) need further clarification before the student begins his/her field placement in this agency. I accept my responsibilities as stated.

Agency Field Instructor: _____ Date _____

GENERAL AGREEMENT CLAUSEA. Fieldwork Setting

The field experience will take place at the _____
 _____ . The hours of operation for this agency
 are: _____ .

B. Designated Field Instructor

The designated field instructor is _____ . Ms ® _____
 can be reached at the following numbers: _____

C. Beginning and Termination Dates

The first semester of this field placement experience will begin on _____
 and will end on _____. The second semester will begin on _____
 and end on _____ ,.

D. Weekly Schedule

The field placement hours will be _____AM to _____PM on: Monday,
 Tuesday, Wednesday, Thursday, Friday. (Circle the appropriate days)

E. Hours

A total of 440 hours during two 14 week periods will be spent at this agency.

RESPONSIBILITIES OF FIELD WORK PARTICIPANTS

A. Responsibilities of Student Social Workers:

1. To provide information to the agency regarding the social work curriculum, including what the student is learning in the classroom and is expected to know.
2. To arrange with the field work agency her/his schedule of time for the field experience, consistent with the social work department's requirements and the college schedule.
3. To meet all requirements the fieldwork agency sets for social work students or employees/volunteers.
4. To arrange transportation to and from the agency.
5. To assume full responsibility for all commitments made to the fieldwork agency.
6. To attend group and/or individual meetings with field coordinator, as arranged in the fieldwork contract.
7. To complete an approved fieldwork contract and all other required documents prior to and during the social work field placement.
8. To practice within the framework of the social work profession's code of ethical behavior.
9. To complete and turn in all written assignments required during the social work field placement.
10. To take an assertive and responsible attitude to achieve the learning objectives agreed to in this contract and the course syllabus.
11. To meet all agency requirements for social work interns and to provide the supervisor with all required evaluation forms and questionnaires.
12. To promptly notify faculty if problems arise in the agency.

B. Responsibilities of Agency and Field Instructor:

1. There is no financial obligation on the part of the agency. It is however, suggested that a mileage reimbursement be provided for assignments benefiting the agency involving the use of a student's personal vehicle.
2. To provide the student with experiences which will meet the learning objectives as contained in the fieldwork contract.

3. To hold the student responsible for assignments made by the agency in terms of time, attendance, or other agency requirements.
4. To provide an experienced staff person as a resource person for the student who will act as his/her field instructor.
5. To provide an evaluation of the student's performance in a form supplied by the social work program.
6. To promptly notify the faculty if problems arise in relation to the fieldwork experience.
7. To provide opportunities for supervision of the student. This could be through individual, joint conferences, staff meetings, or any other means. To add an element of structure to the weekly supervisory contact and periodically review the learning agreement.

TERMINATION CLAUSE

TERMINATION OF THE FIELDWORK CONTRACT

The fieldwork contract can be terminated by the student, field instructor, or the Social Work Program Field Coordinator consistent with the conditions listed below.

A. Agency

1. When the student has completed the total hours agreed to in the fieldwork contract. (min. 440)
2. If the Agency determines that the student is not following the terms of the fieldwork contract.
3. If the agency determines that the Social Work Program is not following the terms of the fieldwork contract.

B. Student

1. If the student determines that the fieldwork agency is not following the terms of the contract to the extent that the learning objectives cannot be attained.

C. University Social Work Program

1. If social work faculty determine that the agency is not enabling the student to fulfill learning objectives.
2. If social work faculty determines that the student is not following the terms of the contract to the extent that the learning objectives cannot be attained.

MONITORING AND EVALUATION

MONITORING AND EVALUATING THE FIELDWORK EXPERIENCE

The social work intern's field experience will be monitored and evaluated according to the conditions listed below, which constitutes the fieldwork contract.

1. Weekly review conferences between the agency field instructor and social work intern (a minimum 1 conferences per week).
2. Timely communication and availability of fieldwork coordinator to address issues and concerns raised by either the agency field instructor or student.
3. Completion of a final performance questionnaire by the agency field instructor which will be shared and discussed with the student prior to the end of the internship.
4. Visits by the fieldwork coordinator with the field instructor and student.
5. Completion of a self-study performance analysis by the student, providing a summary description of the knowledge they've acquired and an analysis of the achievement of their learning objectives during their fieldwork.
6. Final grading for the student social worker's field experience will be made by the fieldwork coordinator in consideration of an evaluation by the field instructor.

Field instructors must be approached by the student and asked to grant their approval to these conditions. Any questions regarding the exclusion of any of these conditions, or the inclusion of additional ones should be addressed to the university fieldwork coordinator.

LIABILITY

Students in field placement are insured by the University. The implications of this are that:

1. Students may have no accident or liability coverage during their experience unless they regularly carry such insurance as individuals.
2. Any liability or other coverage for students is a matter for their individual choice or action.
3. Many social work agencies in which our students are placed do provide liability coverage for staff, volunteers and students.

FIELD WORK LEARNING CONTRACT INSTRUCTIONS: Eleven learning goals are listed in this contract work sheet. In the space provided you are to identify one or more specific LEARNING OBJECTIVES for each of the learning goal. You may provide additional learning goals and objectives that are directly related to the activity you will perform in your field placement setting. In the section entitled TASKS/ACTIVITIES TO REACH OBJECTIVE you should list the tasks or activities that one must perform to accomplish the objective. You may include tasks that are ongoing as well as those that are time limited. In the section entitled MONITORING AND EVALUATION you are to describe how this learning and performance will be evaluated. Make three copies of the contract: one for your file, one for your field supervisor, and one you will turn in to your seminar instructor.

1. **Learning Goal:**

Assess multiple system levels by gathering and analyzing data sufficient to identify the structure and function of a social service agency or organization.

Learning Objective:

Tasks/Activities to Reach Objectives:

Monitoring/Evaluation Criteria:

2. **Learning Goal:**

Collect and analyze data contained in the professional literature and research concerning specific social issues, problem areas, and services relevant to work with agency clientele.

Learning Objective:

Tasks/Activities to Reach Objectives:

Monitoring/Evaluation Criteria:

3. Learning Goal:

Gather and analyze data regarding the client in their environment sufficient to understand the clients functioning, as well as the resources and barriers to problem resolution.

Learning Objective:**Tasks/Activities to Reach Objectives:****Monitoring/Evaluation Criteria:****4. Learning Goal:**

Develop insight with respect to one's own beliefs and behaviors sufficient to understand how your personal behaviors can influence the behaviors of others.

Learning Objective:**Tasks/Activities to Reach Objectives:****Monitoring/Evaluation Criteria:**

5. Learning Goal:

Accept Social Work values and adhere to the standards set by the National Association of Social Workers Code of Ethics.

Learning Objective:**Tasks/Activities to Reach Objectives:****Monitoring/Evaluation Criteria:****6. Learning Goal:**

Develop and negotiate through the use of the planned change process, appropriate plans of action with the client and agency, utilizing all appropriate resources available to the community.

Learning Objective:**Tasks/Activities to Reach Objectives:****Monitoring/Evaluation Criteria:**

7. **Learning Goal:**

Implement plans of action, under supervision, and develop skills in appropriate termination of services.

Learning Objective:

Tasks/Activities to Reach Objectives:

Monitoring/Evaluation Criteria:

8. **Learning Goal:**

Apply, when appropriate, program outcome measures and document research in a scholarly paper

Learning Objective:

Tasks/Activities to Reach Objectives:

Monitoring/Evaluation Criteria:

9. **Learning Goal:**
Advance the profession of Social Work in the agency and the community.

Learning Objective:

Tasks/Activities to Reach Objectives:

Monitoring/Evaluation Criteria:

10. **Learning Goal:**
Demonstrate the ability to identify and represent special needs of women, minorities and other disenfranchised persons.

Learning Objective

Tasks/Activities to Reach Objectives:

Monitoring/Evaluation Criteria:

11. Learning Goal:

Affect change at macro systems levels either in government, community or agency that will positively affect a population of consumers.

Learning Objective:**Tasks/Activities to Reach Objectives:****Monitoring/Evaluation Criteria:**

Student Signature & Date

Field Supervisor Signature & Date

Faculty Liaison Signature & Date

Appendix E
Agency Evaluation Form

**The University of Michigan-Flint
School of Education and Human Services
Social Work Program**

Field Placement Agency Evaluation Instrument

Name of Agency _____

Agency Function _____

Name of Student _____

Name of Supervisor _____

This evaluation form will be used to avoid future students exploring field placement opportunities and as a source of information for the faculty. Please evaluate these questions from your experience providing examples whenever possible. Additional room for comment is provided on the back face of the form.

1. Level of staff employed by agency. (Specify as to their professional education and experience.)

2. Name of person providing direct supervision _____

3. Manner in which service is provided by the Agency:

Indirect _____ Direct _____ Both _____

4. Were the facilities provided by the agency adequate for you to perform your job?
Explain. _____

5. As a result of the agency's orientation process, did you gain an understanding of their purposes?

6. Did the agency clearly define their expectations and your responsibilities?

7. Did you have a planned supervisory meeting at least once a week? If not explain.

1. Did supervision contribute to your professional growth and development? Explain.

2. Were you given an opportunity to participate in the following:

Staff meetings and conferences _____

Inservice training sessions _____

Workshops _____

Interagency meetings and conferences _____

Professional organization conferences _____

Other _____

3. As a representative of the agency did you provide direct service to:

Individuals _____ Families _____ Groups _____ Communities _____

- 4. The degree of responsibility you were granted by the agency. Rating should reflect: direct participation in agency function, follow through of the function, and relative importance of the function. Circle one of the following and explain your reasons for this rating.

1 2 3 4 5
Inadequate Adequate Exceptional

- 5. How did you feel upon introduction to your fellow staff workers?

- 13 Your acceptance as an equal staff member by your fellow workers. Circle one of the following and explain.

1 2 3 4 5
Inadequate Adequate Exceptional

14. Share some of your feelings about your field experience. Did you enjoy this experience?

15. Any recommendations or suggestions you have to make the field experience more meaningful.