



# **Social Work Field Practicum Manual 2015-R**



DEPARTMENT OF SOCIAL WORK  
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*Dear Student,*

*The experience that lies ahead in your field practicum has the potential of being the most challenging and rewarding of your social work education. The opportunities made available will help you pull together your educational preparation and turn that preparation into a coherent and useful set of professional practice tools. It is also designed to create an environment in which you grow professionally, so that you become a professionally knowledgeable, reflective, self-evaluative social worker.*

*To get the most from your field practicum, you will need to take risks. By that, I mean you need to expose yourself to new learning experiences and run the risk of failure, realizing that failure can be a valuable teacher. You will have an agency supervisor and a faculty field instructor who will be understanding and supportive as you take these risks.*

*You are expected to move into the professional role, no longer thinking of yourself as “just a student.” This requires you to demonstrate initiative and an insatiable desire for knowledge and new experiences.*

*This semester may well be one of the most demanding of your college experience. Our program has prepared you for the challenges ahead. You will be completing a number of field assignments requiring considerable investment of time and energy. Don't procrastinate! You will be carrying responsibilities in your agency as well as completing assignments for field, Field Integrating Seminar and Senior Seminar. Organizational and time management skills are imperative.*

*I can assure you that the person who enters the field practicum will not be the same person who completes it. This is a great opportunity, take full advantage of it.*

*Good luck,*

*Cindy Hunter  
Director of Field Placement*

## FIELD PRACTICUM AND ITS GOALS

The major goal of the field practicum is the integration of academic learning with beginning generalist social work practice. It is the place in the curriculum where students demonstrate the competencies set forth by the Council of Social Work Education (CSWE) 2008 Educational Policy and Accreditation Standards (EPAS). Field education is the signature pedagogy of social work education. This concept is based in (a) view of three dimensions of professional practice: 'thinking' - the intellectual aspect or knowledge base of a profession; 'performing' - the practical aspect or the profession's skills; and 'acting with integrity' - the moral aspect or the ethical base of a profession (Pierce, 2008, p. 2). In social work and related courses in sociology, psychology, statistics and political science, you have laid the theoretical and skill foundation upon which your practice will be based. Bridging the gap between the classroom and entry into beginning social work professional practice is another goal of the field practicum. Your experiences will help you make the transition from studying to doing and in developing your confidence as a generalist social work professional.

As a social work student in the agency, you will be performing many of the same tasks as regular workers. Direct supervision will be provided to you by a selected member of the professional staff. This supervision is designed to help develop effective skills, abilities, work habits, and confidence.

Included in this manual is a syllabus for each of your field practicum courses: SOWK 481 and SOWK 482 (Appendix A). Each details requirements and serves as a guide for your educational and practicum experience.

Following is a list of the 10 competencies of generalist social work practice set forth in the 2008 EPAS. The associated practice behaviors are listed on the syllabus for this course.

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

## PARTIES INVOLVED IN THE FIELD PRACTICUM

Upon entering your practicum setting, you will need to know the "who" of the field experience. In addition to people whom you serve, there are certain individuals who play central roles in your field learning experience. The outline that follows describes the functions and responsibilities of these "key" people: director of field placement, Faculty Field Instructor (FFI) and the agency supervisor.

**The Director of Field Placement** has three areas of responsibility: students, faculty field instructors (FFIs), and field agencies.

1. Students. The director of field placement has the responsibility to:
  - a. Conduct three pre-field meetings with prospective field students.

- b. Interview students who have applied for the field practicum, reviewing his/her goals for the practicum experience, examining areas of practice interest, geographical preference, and academic preparation.
  - c. Review the field application and recommendations from social work faculty pertaining to each student's academic performance and identified strengths and areas needing development.
  - d. Assign students who are accepted for the field practicum to agencies.
  - e. Send to a selected agency a request for field placement along with the student's field application.
  - f. Work with students to develop an individualized learning goals specific to the field setting.
  - g. Assign students and agencies to FFIs.
  - h. Mediate problems that arise as necessary.
  - i. Conduct three field-integrating seminars during the field placement semester.
2. Faculty Field Instructors (FFIs). The director of field placement has the responsibility to:
- a. Assign FFIs to agencies.
  - b. Coordinate field instruction.
  - c. Provide consultation as needed.
  - d. Mediate problems that arise with agency supervisors and students as necessary.
  - e. Evaluate field practicum settings and revise, as needed, the *Field Practicum Manual* in conjunction with the social work faculty and the agency supervisors.
3. Field Agencies. The director of field placement has the responsibility to:
- a. Develop and maintain relationships with practicum agencies, including the establishment and maintenance of a Memorandum of Agreement.
  - b. Assure adequate opportunities for a variety of experiences that reflect generalist social work practice.
  - c. Conduct education and information exchange sessions for agency directors and supervisors.
  - d. Regularly evaluate the nature of the learning experiences agencies provide the student.
  - e. Ensure that agencies have an up-to-date Field Practicum Manual.

**The Faculty Field Instructor (FFI)** has the responsibility to:

1. Work with agency personnel to coordinate learning activities and expectations to be consistent with the agency Memorandum of Agreement with JMU, making sure that they have an updated Field Practicum Manual with all appropriate forms for evaluation.

2. Ensure that the generalist learning objectives of the field practicum course syllabi correlate with agency expectations and learning opportunities.
3. Conduct a minimum of two evaluative conferences with agency supervisor(s) and student(s), one to occur three-four weeks after the beginning of the semester and one toward the end of the semester during the second block.
4. Conduct a minimum of four Field Integrating Meetings with assigned field students.
5. Support the student/supervisor relationship and respond to problems that might arise. This may include mediation.
6. Determine the letter grade for Practicum I & II on the basis of her or his interpretation of the agency supervisor's evaluation and quality of student assignments
7. Provide evaluative feedback to current practicum agencies and supervisors
8. Assist the director of field placement with the evaluation of practicum agencies, the revision of the field curriculum and the *Field Practicum Manual*.
9. Participate in field supervisor workshops coordinated by the director of field placement.
10. Write the final field evaluation based a combination of the evaluations of the student by the agency supervisor, the agency visits (minimum of two) and your perception and submit all appropriate materials to the Director of Field by the **beginning of the next semester**.
11. Obtain student evaluations of agency and send a letter to the agency supervisor thanking them for working with the student and providing evaluative feedback as appropriate based on the student evaluation at the conclusion of the semester.
12. Ensure that students complete the minimum 236 hours per block for a total of 472 hours in two blocks for the field practicum.

**The Agency Supervisor** has the responsibility to:

1. Field supervisors must hold an MSW or BSW with two years experience and be familiar with the generalist social work knowledge base, i.e., theories, concepts, practice models, etc., in the social work curriculum and its relationship to the field experience. Field supervisors must be able to create generalist practice experiences in their unique settings. In cases where the supervisor does not have the required degree, faculty field instructors work closely with supervisor to assist in the provision of integrated supervision reflecting the generalist perspective.
2. Conduct an interview with the student prior to the practicum to determine the compatibility of the student with the agency's needs and expectations, and advise the director of field placement of the decision to accept or not.
3. Provide experiences consistent with the learning objectives identified in the field practicum syllabi and by the student, and expose the student to the full range of services offered by the agency.
4. Provide an orientation to the agency that addresses the use of agency resources and vehicles (if applicable) and policies regarding personal safety and risk reduction.

5. Have sufficient time to devote to a student.
6. Provide weekly supervisory conferences to evaluate student strengths and areas needing development, and develop assignments and experiences to address this assessment. To use supervision to teach the student new ideas and skills, ways of thinking or perceiving situations and how to make maximum use of the supervisor's knowledge, skills, and abilities in meeting client needs. In addition, this time provides an opportunity allow for the student to discuss current literature in relation to the population being served and to explore the connection(s) between theory and evidenced-based practice.
7. Provide a written description of the student's experiences and evaluation of the student's performance for each block period.
8. Participate in field supervisor orientation before receiving a student and attend field supervisor workshops offered by the Department of Social Work.

## **STUDENT RIGHTS AND RESPONSIBILITIES IN THE FIELD PRACTICUM**

These rights and responsibilities are similar to those of any regular worker.

### Students' Rights:

- To be treated as a co-worker, not just free help.
- A suitable and meaningful field practicum experience, with consideration given to personality, life experience, educational needs, and employment background.
- To know as much as possible about the organization--its policies, history, personnel, clientele, and programs.
- To supervision by one who is experienced, informed, patient, and thoughtful and has the time to invest.
- To an assigned place conducive to work.
- To participate in staff meetings with opportunity for input.
- To be appreciated for work done satisfactorily.
- To evaluate the field work experience during the course of the practicum.
- To counseling and advice from the FFI and agency supervisor with regard to practice experiences and needs, and career opportunities.

(Source: The "Student's Rights," noted above, were adapted from the "Standards of eligibility: A guide for agencies and volunteers," Volunteer Bureau of Salem Area, Salem, Oregon.)

### Students' Responsibilities while in the field practicum:

- Attend all field-integrating seminars.
- Adhere to agency policy regarding confidentiality and maintain strict rules of confidentiality in terms of the agency, field integrating seminars and the senior seminar.
- Adhere to agency policies regarding work hours, holidays, and compensatory time. Dress and appearance should conform to agency expectations.
- Communicate with the FFI as expected and when problems arise. Complete all assignments given by the agency supervisor in a timely fashion.
- Complete all assignments contained in the field practicum syllabi within the designated time, including the mid-term and final practicum evaluations.
- Spend 32 hours/week Monday-Thursday at agency for a full semester for a minimum of 472 hours.
- Notify the agency at the earliest possible time if you will be late or unable to be present.



## FIELD POLICIES

### Field hours

The field practicum requires that students spend a minimum of 472 hours in an agency setting over the course of a semester, which is divided into two block periods. You are expected to complete a minimum of 236 hours each block. It is important to note that this is a minimum requirement and failure to achieve this number will result in failure to successfully complete field practicum requirements.

The practicum is designed for you to work Monday through Thursday, with seven to eight Fridays being reserved for SOWK 494 Senior Seminar. Those Fridays you are not in Senior Seminar are days that you can use to make up for missed days of work or to add to your total field hours. These additional hours will not impact on your grade; however, they may be viewed favorably by graduate programs or potential employers. It is important to note that even if you accumulate more than the minimum number of hours before the block or semester is completed, you are expected to continue normal agency activities through the last day of the field practicum. Spring field students do not take JMU Spring Break. Fall students follow their agency schedules during Thanksgiving. **You cannot leave the field practicum before the last day of field.**

*Does lunch time count as field hours?*

Work breaks help to prevent social worker burnout and allows time away from the stress of tasks for and with clients, as well as agency dynamics. In keeping with standard employment practices, each agency should provide a minimum of a thirty minute lunch after working 4 hours and breaks. You are encouraged to take care of yourself by taking designated breaks agreed upon with your supervisor. Lunch and break time is not generally counted towards student field hours. However, on occasion you may meet with your supervisor or other agency affiliated persons over lunch. Such meetings may count towards field hours. Discuss this with your faculty field liaison if in doubt.

### Driving in field

Interns shall be responsible for transportation to and from the internship site. Interns should not drive clients unless the agency specifies to the intern such requirement as part of the essential duties of the internship. It is the responsibility of the agency to specify to interns whether or not interns shall drive as a part of their essential duties within their internships and to manage any such driving requirements with the interns. Interns are advised that internships requiring driving as an essential duty may require submission to a Motor Vehicles Records check, notification of your insurance carrier of use of your vehicle within the internship, and compliance with driving policies of the agency. James Madison University shall not be responsible for managing any requirements for transportation or driving as part of internships and shall not maintain insurance for interns driving as part of the essential duties of the internship. Any accidents involving a JMU student while participating in an internship should be reported to the FFI and field director as noted under Procedures for Reporting an Incident in this manual.

### Students in agencies where they are employed

If the student completes the field practicum in the agency where he/she is employed, the supervisor for the practicum must be different than the employment supervisor and student assignments and field work must differ from those tasks associated with the student's employment. It should also be demonstrated that there is not diminution of the JMU-BSW established requirements for the field placement and that field education is focused on the student's educational needs rather than solely centered on agency services.

## General Safety Policy and Procedures

The Social Work Department places a high priority on student safety in their field placements. The following guidelines, procedures, and tips were created in recognition of the fact that physical vulnerability of professional social workers and violence in the lives of clients/consumers/communities are current realities. This policy clarifies the respective roles of the University/Department, the agency, and the student with the goal of collaboration to maximize safe practice. While social workers may be more aware of these issues in inner-city areas, we believe issues of safety are relevant in all communities and settings.

### Responsibilities and Roles – University/Department, Agencies and Students

*James Madison University:* The University's insurance program does not provide personal health, auto, property or accident insurance coverage in any situation including off campus activity participants. Participants and volunteers are responsible for personal medical costs or personal property losses incurred during their participation in the off campus activity. The University strongly recommends participants have health insurance and personal property insurance. (source: 2014 Guide to Sponsored off Campus Activities, draft)

*JMU Social Work Department will:*

- Provide students with an overview of safety in the field through the Pre-field Meetings.
- Provide students with a copy of the Department's Safety Policy and Procedures in the field manual.
- Provide training to faculty field instructors about student safety and orientation to the Department's Safety Policy and Procedures.
- Offer workshops that address social worker safety to field placement agencies and provide relevant information to field supervisors.

*Field Agencies:* Agencies are encouraged to have policies and procedures regarding employee and student safety. These policies should be reviewed, prioritized, and reinforced on a regular basis.

*Field Placement Agencies will:*

- Orient students to the safety policies and procedures of the agency. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients. Security of personal belongings should be included. Students should also be informed of and trained in health precautions and protocols appropriate for the setting. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.
- Provide feedback to students on safety practices through supervisory conferences and Field Practicum Evaluation of Student Performance.
- Make the same accommodations to ensure students' safety as they make for their staff.
- Contact the student's faculty field instructor if the student's concerns about safety interfere with the learning process. In consultation with the faculty field instructor, develop a plan that addresses the student's educational needs and the agency's requirement to provide services.
- In case of an incident, agency field instructors are encouraged to:
  1. Debrief the student after any incident
  2. Help the student understand how a client's cultural background and ethnicity could be vital to personal safety
  3. Help the student understand individual and group differences when it comes to accurately interpreting behavior.
  4. Assure incident is reported to the FFI.

*Students:* Students are provided orientation to safety issues as a formal part of the process to apply for a field placement. We expect students to complete readings and assignments during their orientation as well as to take responsibility for the actions below to fully participate in promoting safety in their practice.

*Social Work Students* must:

- Read and be familiar with the safety policy and procedures of the Department and of the agency where they are placed and abide by health precautions and protocols related to the specific agency setting.
- Attend orientation, workshops, and training programs related to safety and safe social work practice offered by the Department and their agency.
- Discuss site specific safety concerns with their supervisor at the beginning of the semester and record those in the first supervisory Conference Report.
- Read and be familiar with safety materials provided in this manual.
- Inform the field supervisor if s/he is concerned about his/her safety. The faculty field instructor and field supervisor should consult to determine the best course of action to support the student's education.
- Make careful decisions on whether or not to share rides to placement sites.
- Not drive in weather that compromises their safety (ie. snow that closes schools, driving rain, thick fog on mountain passes.)
- **Report to agency supervisor and FFI any incident related to student safety using the form provided. Incidents may include but are not limited to: traffic violations while on field time; injuries; verbal or physical threats to students or clients that they are with; or any perceived threat to student safety.**

### Procedures for Reporting an Incident

If an incident occurs:

- Call police and or ambulance first if there is a significant injury or threat of bodily injury.
- Always immediately contact agency supervisor. Agency protocol should be followed. Contact the FFI within 8-hours (or Director of Field Placement if FFI is unavailable). The FFI will contact the Director of Field Placement to discuss the actions the agency and school should take to ensure the student's physical and emotional well-being.  
Director of Field Placement: Cindy Hunter (540) 568-1737 or cell (540) 476-0937
- The student must complete the *Student Incident Report Form* ( Appendix B) and submit to FFI and Director of Field Placement within 24 hours.
- The Director of Field Placement will oversee documentation of the incident and the steps taken to address it. She will meet with the student and faculty field instructor to discuss the situation, assess the immediate and ongoing risk, and find a resolution that promotes the student's sense of well-being and the learning process.

### Safety Guidelines for Students in the Field

*Agency Protocol:* It is important for students to know the agency's protocol for safety and security. The following are guidelines and suggestions that may be helpful to students, field instructors, and faculty advisors as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc. The agency should know the student's schedule and whereabouts at all times, especially when the student is working outside the building.

*Security of Belongings:* Valuables should not be brought to placement settings. The agency may provide students with a secure place to keep belongings while at placement. It is preferable that the space be one that can be locked (e.g., a desk drawer or filing cabinet). Students should not leave electronic devices, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

*Safety Issues Related to Working with Clients:* Social work students work with clients/consumers in a range of settings and situations. Some of these include work with individuals dealing with overwhelming emotions and environmental stressors that result in behaviors that are or appear to be threatening. These behaviors may include (but are not limited to) swearing, yelling, insulting, threatening or acting to cause physical harm, and other out-of-control behavior.

Some individuals may be prone to violence and may possess a weapon. Others may be intoxicated, high on drugs, in withdrawal, or may have other medical, psychiatric, or neurological disorders. Students should always consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Adapted from Guide to Field Education, Boston University, School of Social Work. Retrieved July 7, 2014  
<http://www.bu.edu/ssw/students/current/charles-river-campus-students/academic/forms-2/feguide/#Safety%20Tips%20for%20Students%20in%20the%20Field>

## **Discrimination and Harassment Policy**

Harassment is a form of discrimination consisting of unwelcome or offensive physical, verbal or written conduct that shows aversion or hostility toward a person on the basis of age, color, disability, gender identity, genetic information, national origin, parental status, political affiliation, race, religion, sex, sexual orientation or veteran status in the following situations:

- When submitting to or rejecting the conduct is made the basis for a personnel action or a recommendation for a personnel action (such as hiring, promoting or salary adjustment); an action or a recommendation for an action affecting a student (such as admission or retention); or an evaluation (such as promotion, tenure, compensation or work condition adjustment of an employee or grading of a student).
- When the conduct creates a hostile, intimidating or offensive learning or working environment.
- Harassment specifically includes instances of sexual violence of any type perpetrated against a member of the university community or a visitor. (JMU Policy 1324)

Our department is committed to providing a learning environment free from discrimination or harassment including field settings with whom we have contractual agreements. Please see JMU policy for information on how to handle a complaint. <http://www.jmu.edu/JMUpolicy/policies/1324.shtml>

## **Use of Technology in the Field**

The internet has created the ability for students and social workers to communicate and share information quickly and to reach millions of people easily. Participating in social networking and other similar internet opportunities can support a student's personal expression, enable individual social workers to have a professional presence online, foster collegiality and camaraderie within the profession, and provide the opportunity to widely advocate for social policies. Social networks, blogs, and other forms of communication online also create new challenges to the social worker-client relationship. Students should weigh a number of considerations when maintaining an online presence:

1. Students should be cognizant of standards of client privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable client information online.
2. When using the internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that, once on the internet, content is likely to be there permanently. Students should routinely monitor their own internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
3. If they interact with clients on the internet, students must maintain appropriate boundaries of the social worker-client relationship in accordance with professional ethical guidelines, just as they would in any other context.
4. To maintain appropriate professional boundaries, students should consider separating personal and professional content online.
5. When students see content posted by colleagues that appears unprofessional they have a responsibility to bring that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to appropriate authorities.
6. Students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers, and can undermine public trust in the social work profession.

Source: Indiana University School of Social Work (2012). *Indiana University School of Social Work 2012-2014 MSW Field manual*.

## **FIELD PLACEMENT DISRUPTIONS**

*Field placement disruptions* occur when a student's placement ends for an unexpected or unplanned reason. The Social Work Department has the complex role of supporting excellence in student learning while protecting the rights and needs of clients and the agencies that serve them. To that end, faculty and field instructors evaluate and screen students for the social work profession. Students must be cognizant that the NASW Code of Ethics necessitates responsibility to clients and agencies. Students experiencing difficulties in field practicum have the responsibility to be in communication with their agency supervisor and Faculty Field Instructor (FFI). Failure to address issues early in the practicum may result in a field disruption. Field disruptions can occur at any time during the semester. Student or agency performance or external circumstances can affect the student's continuance in the field practicum. Please read carefully the policies that affect continuance or discontinuance of the field placement.

### **"Dropping" field**

Students considering dropping field from their schedules should consult with the FFI and/or adviser and Director of Field Placement. Dropping field without consultation with the field director may have negative implications for replacement.

## **Illness or Absence in field**

An extended absence from field, whether for an illness or other reasons affects a student's ability to complete the academic requirements of field hours in the time allotted and/or demonstration of competency in the field placement. This absence could be cause for a removal from the field practicum. In such case, the student should initiate a consultation with his or her FFI. If a student believes that his/her performance is affected by health, she/he may choose to request a medical withdrawal in accordance with university policy. In such case, the Office of the Dean of Students should be contacted at 540-568-6468.

## **Failure of the Agency to Meet Program Requirements**

If the agency is unable to meet the requirements of the program outlined in the Memorandum of Agreement, or if there are serious obstacles to student learning, a request to suspend the field placement can be initiated by the agency, program, or student. If a student believes such obstacles exist, the following steps should be taken:

1. The student will discuss the issue with the field supervisor. The student may choose to get advice from the faculty field instructor prior to this meeting.
2. If the issue is not resolved, the student will consult with the faculty field instructor and request a problem-solving meeting with the FFI and field supervisor.
3. The FFI will meet with the field supervisor and the student to give all parties involved a chance to voice their concerns and seek resolution.
4. The FFI and director of field placement will make a decision based on the information shared. Possible resolutions include but are not limited to:
  - a. Continuation in the agency with a specific plan for correction in areas of deficiency
  - b. Removal of student from agency and replacement in another agency.
  - c. Every effort will be made to find an alternate placement in which the student can complete the field practicum requirements. But it is possible that this will require additional time that may not be met in the present semester depending on the students' opportunity to demonstrate required competencies.
5. A decision will be made and recorded in the student's file and agency's file.
6. The student whose placement is changed is responsible for completing the remainder of the required number of field hours in a subsequent agency. Up to 50 extra hours may be assigned and assignments may need to be repeated in order to get the oriented to the new agency.

## **Failure of the Student to pass SOWK 481 or SOWK 482**

The Social Work Program requires that students earn a minimum grade of "C" in both blocks of the field practicum (SOWK 481-482). Failure to achieve this minimum in either block will require the student to repeat both blocks of field within the next two semesters.

If the *first block* grade is C- or lower, the student will not enter the second block and should immediately:

- Drop the second block (SOWK 482) in order to avoid payment for that course
- Consult with the instructor of SOWK 494 Senior Professional Capstone as it is concurrent with SOWK 481/2
- You may request a grade review. Please refer JMU grade review policy.
- In the case of a grade review, entry into second block and enrollment in SOWK 494 is suspended until review is conducted as per university policy.

If the *second block* grade is C- or lower, the student must repeat both blocks of field within two semesters. Decisions on taking the oral exam will happen on a case by case basis. Pending a passing grade in SOWK 494 Senior Professional Capstone, this course will not have to be retaken.

You may request a grade review. Please refer JMU grade review policy.

## Failure of the Student to Meet Program Expectations

The field process provides ample opportunity for students to receive constructive feedback. These include but are not limited to two visits from the faculty field instructor, regular supervisory conferences with the field supervisor, and two formal evaluations (first and second block). Students are expected to use this feedback to demonstrate:

- necessary skills of generalist social work practice, such as self-awareness, client empathy, non-judgmental attitudes, contributions to client self-determination, confidentiality, advocacy and effective oral and written communication skills.
- effectiveness in work with client systems
- personal and professional conduct consistent with the NASW Code of Ethics.  
<http://www.socialworkers.org/pubs/code/code.asp>

For more information on behaviors demonstrating violation of the above requirements, please see JMU Social Work Student Handbook under “Maintaining good standing in the social work program” in chapter five. Should there be doubt as to whether the student is meeting these expectations; the following steps should be followed:

1. The field supervisor(s) should talk with the student about concerns and problems in the field placement and provide written guidelines for improvement. The student must inform the faculty field instructor should be informed of this communication.
2. If problems remain unresolved, the student or field supervisor should request a meeting with the field faculty instructor. The FFI may consult with the Director of Field Placement as needed.
3. The goal of the meeting is to identify the specific concerns/issues in behaviorally specific terms and to outline the tasks/actions that need to be accomplished in order for the student to be considered successful in placement. This meeting should result in a learning plan with the goal of improving student performance in the field placement. This plan becomes a contract between the student, the field agency, and the social work department.
4. Failure to accomplish the identified tasks/actions could result in a request for removal from the field placement or a failing grade in the course.

## Removal from the Field Practicum

Removal of a student from the field placement may occur when the student has not demonstrated one or more of the expectations above. A request for removal from the field placement can be initiated by the agency or program. The following steps should occur:

- The party initiating the request gives notification to the director of field placement, documenting the issues or concerns.
- The director of field placement and other concerned parties will meet with the student to explain the request for removal and give the student a chance to respond to the request.
- In the case that no satisfactory solution is found, the student will be removed from the field placement and the reasons for removal will be submitted in a *notification of removal from field practicum* by the director of field placement to all parties, and a copy placed in the student’s departmental file.
- The agency, FFI and director of field placement will work out a suitable process, so that the removal is accomplished as soon as feasible, allowing time for closure, attention to continuity of services, and administrative arrangements.

In situations where the student’s behavior seriously places at risk the quality of services delivered to clients and/or the reputation of the agency, the faculty field instructor or the field supervisor can request immediate

removal of the student. The director of field placement should be contacted immediately whenever there is cause for concern.

### *Grades*

Students removed from field may receive a failing grade or incomplete at the discretion of the FFI in consultation with the director of field placement.

### *Post-Removal Procedures*

If the removal from field occurs in the first block, the student should:

- drop the second block (SOWK 482) before the university drop/add deadline for second block in order to avoid payment for that course,
- consult with the instructor of SOWK 494 Senior Professional Capstone as it is concurrent with SOWK 481/2

If the removal occurs in the second block, the student should:

- *consult with the instructor SOWK 494 Senior Professional Capstone as it is concurrent with SOWK 481/2*

### *Status in the Social Work Program*

If a student is removed from the field practicum because of failure to meet the academic, ethical and behavioral expectations of the program, a recommendation will be made by the director of field placement, in consultation with the FFI to the Academic Unit Head, regarding termination from the social work program (See JMU Social Work Student Handbook Chapter 5 for policy on termination from the program and appeals). This recommendation will be recorded on the *notification of removal from field practicum*.

### **Returning to Field after a Disruption**

If a student experiences a disruption in the field placement for any reason and is eligible for replacement, they must submit a letter to the director of field placement requesting a return to a field placement. This letter should address all points in the letter of removal/ field evaluation, any remediation steps taken and a proposed action plan for success in the field practicum. The goal of the re-application process is to ensure that the student is ready and able to fulfill the responsibilities and expectations associated with field instruction. This request/plan must be submitted at least six weeks prior to the posted start date of field instruction for the term.

The student's request to return to field will be reviewed and approved by the director of field placement. This review will evaluate the student's remediation steps and proposed action plan, and if requested, any restrictions and/or accommodations that will involve the field agency. If a student has been under the care and/or supervision of a physician or other health/mental health care professional during the period of time he/she was unable to participate in field placement, a memo will be sent to the identified health care provider after the student has signed a release of information, requesting that the provider submit a healthcare release which indicates the student is ready and able to return to the field placement with or without accommodations. If the release from the health care provider includes any restrictions or need for accommodations, then the statement must include the duration of the restrictions or need for accommodations, and the necessity for any follow up care that may impact the field placement. Any request for accommodations must be made through the JMU Office on Disability Service.

### **Section References**

Council on Social Work Education. (2008) *Educational policy and accreditation standards*. Alexandria, VA: Author.  
Pierce, D. (2008). *Field education in the 2008 EPAS: Implications for the director of field placement's role*. Retrieved from <http://www.cswe.org/File.aspx?id=31580>



## **APPENDIX A**

### **SOCIAL WORK FIELD PRACTICUM SYLLABUS**

JAMES MADISON UNIVERSITY  
 SOCIAL WORK DEPARTMENT  
 SOWK 481: Social Work Field Practicum I and  
 SOWK 482: Social Work Field Practicum II  
 COURSE SYLLABUS (6 credit hours for each block)

Instructor Name: Cindy Hunter, MSW  
 Instructor Office Phone: 568-1737  
 Office Hours: (Friday 9-10, 12:30-1:30 and as needed )

Instructor e-mail: hunterca@jmu.edu  
 Office Location: HHS 2142

**COURSE SYLLABUS**

*SOWK 481 Course Description: Promotes professional competence and identification with the purposes, values and ethics of social work through agency-based work with diverse client systems at multiple levels of practice. The field experience is the application knowledge and skills components drawn from previous courses. Prerequisite: Admission to the field practicum. Social Work majors only. Senior Standing.*

*SOWK 482 Course Description: Offers students an opportunity to build upon previous field experience by having more responsibility and tasks designed to expand their practice skills in social work. Prerequisites: SOWK 481. Social work majors only.*

**Course Objectives**

*This course is designed to:*

*Educational Competencies*

<i>1- Emphasize the application of social work knowledge, values, and skills from previous academic courses in an agency setting. For an eight week period of time, four days per week, the student functions as an agency employee under the direction of an agency supervisor. Integration of class and field content is accomplished through completion of written assignments and the field integrating seminar.</i>	<i>EP2.1.1-10</i>
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**Learning Objectives**

*During the process of this semester, the student will:*

*CSWE Practice Behaviors*

<i>1. Identify as a professional social worker and conduct oneself accordingly.</i>	<i>EP2.1.1</i>
<i>• advocate for client access to the services of social work;</i>	<i>A</i>
<i>• practice personal reflection and self-correction to assure continual professional development;</i>	<i>B</i>
<i>• attend to professional roles and boundaries;</i>	<i>C</i>
<i>• demonstrate professional demeanor in behavior, appearance, and communication;</i>	<i>D</i>
<i>• engage in career-long learning; and</i>	<i>E</i>
<i>• use supervision and consultation</i>	<i>F</i>

2. <i>Apply social work ethical principles to guide professional practice.</i>	EP2.1.2
<ul style="list-style-type: none"> <li>• <i>recognize and manage personal values in a way that allows professional values to guide practice;</i></li> </ul>	A
<ul style="list-style-type: none"> <li>• <i>make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;</i></li> </ul>	B
<ul style="list-style-type: none"> <li>• <i>tolerate ambiguity in resolving ethical conflicts;</i></li> </ul>	C
<ul style="list-style-type: none"> <li>• <i>apply strategies of ethical reasoning to arrive at principled decisions.</i></li> </ul>	D

*Ed Obj(s)*

3. <i>Apply critical thinking to inform and communicate professional judgments.</i>	EP2.1.3
<ul style="list-style-type: none"> <li>• <i>distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</i></li> </ul>	A
<ul style="list-style-type: none"> <li>• <i>analyze models of assessment, prevention, intervention, and evaluation;</i></li> </ul>	B
<ul style="list-style-type: none"> <li>• <i>demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</i></li> </ul>	C
4. <i>Engage diversity and difference in practice.</i>	EP2.1.4
<ul style="list-style-type: none"> <li>• <i>recognize the extent to which a culture's structures and value positions effect risk and protective factors and may oppress, marginalize, alienate, or create or enhance privilege and power;</i></li> </ul>	A
<ul style="list-style-type: none"> <li>• <i>gain sufficient self-awareness to reduce the influence of personal biases and values in working with diverse groups;</i></li> </ul>	B
<ul style="list-style-type: none"> <li>• <i>recognize and communicate their understanding of the importance of difference in shaping life experiences; and</i></li> </ul>	C
<ul style="list-style-type: none"> <li>• <i>view themselves as learners and engage those with whom they work as informants as appropriate</i></li> </ul>	D
5. <i>Advance human rights and social and economic justice.</i>	EP2.1.5
<ul style="list-style-type: none"> <li>• <i>understand the forms and mechanisms of oppression and discrimination;</i></li> </ul>	A
6. <i>Engage in research-informed practice and practice-informed research.</i>	EP2.1.6
<ul style="list-style-type: none"> <li>• <i>use practice experience to inform scientific inquiry; and</i></li> </ul>	A
<ul style="list-style-type: none"> <li>• <i>use research evidence to inform practice.</i></li> </ul>	B
7. <i>Apply knowledge of human behavior and the social environment.</i>	EP2.1.7
<ul style="list-style-type: none"> <li>• <i>utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</i></li> </ul>	A
<ul style="list-style-type: none"> <li>• <i>critique and apply knowledge to understand person and environment.</i></li> </ul>	B
8. <i>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</i>	EP2.1.8
<ul style="list-style-type: none"> <li>• <i>analyze, formulate, and advocate for policies that advance social well-being; and</i></li> </ul>	A
9. <i>Respond to contexts that shape practice.</i>	EP2.1.9
<ul style="list-style-type: none"> <li>• <i>continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</i></li> </ul>	A

10. <i>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</i>	EP2.1.10
• 10(a). <i>Engagement</i>	EP2.1.10(a)
• <i>substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</i>	○ a(1)
• <i>use empathy and other interpersonal skills; and</i>	○ a(2)
• <i>develop a mutually agreed-on focus of work and desired outcomes.</i>	○ a(3)
• 10(b)— <i>Assessment</i>	EP2.1.10(b)
• <i>collect, organize, and interpret client data;</i>	○ b(1)
• <i>assess client strengths and limitations;</i>	○ b(2)
• <i>develop mutually agreed-upon helping actions to be undertaken (i.e., plan, policy, strategy or program); and</i>	○ b(3)
• <i>select appropriate intervention strategies.</i>	b(4)
• 10(c)— <i>Intervention</i>	EP2.1.10(c)
• <i>initiate actions to achieve organizational goals;</i>	○ c(1)
• <i>implement prevention interventions that enhance client capacities;</i>	○ c(2)
• <i>help clients resolve problems;</i>	○ c(3)
• <i>negotiate, mediate, and advocate for clients; and</i>	○ c(4)
• <i>facilitate transitions and endings.</i>	○ c(5)
• 10(d)— <i>Evaluation</i>	EP2.1.10(d)
• <i>critically analyze, monitor, and evaluate interventions.</i>	d(1)

Competence in meeting the above objectives will be measured by your demonstration of competencies in a field setting, the field integrating meeting participation, written assignments,

### **Teaching Methods**

Welcome to the practice world where most of your learning will depend on your use of supervision, your own motivation for reflection on the work you do and the effort you put into field assignments. Methods used for teaching in agency settings vary. All students will learn and demonstrate competencies through weekly supervision, written assignments, and participation in Field Integrating Seminar discussions. You will notice that the two major assignments are modeled after work you have done in a simulated setting earlier in your studies and we now build upon those in your work with clients.

### **Course Reading and Support Materials**

It is assumed at this level that you will utilize all of your social work textbooks as references as well as professional journals for your agency work and assignments. When referring to theories or techniques in your written assignments, you should reference all resources using APA style.

## **Course Expectations**

*This manual contains policies for attendance, technology and behavior/academic expectations. Students are expected to familiarize themselves with the content.*

Through your field practice, SOWK 481 and SOWK 482, you are entering professional social work practice. Your behavior should at all times reflect the standards of your agency and the social work profession. All communication, written and oral, should meet professional standards. Work assignments for your agency supervisor and your field instructor are expected to be completed by the designated dates. If you cannot meet a deadline, you must request an extension from your FFI prior to the due date. This is to be done in writing with an explanation as to why an extension is needed. *Assignments that are received after the due date will be reduced by 1/2 letter grade per day late, unless prior approval has been given by your FFI.*

### **Hours and attendance**

Students are expected to be in placement a minimum of 32 hours per week for each week of the semester for a minimum of 472 hours (236 hours per block). Failure to achieve the minimum hours for the first block (SOWK 481) will result in a grade of Incomplete.

The tracking of hours and total cumulative hours is done the Verification of Hours for Field Practicum form and cumulated on the journal forms. Days that are missed will have to be made up to ensure that you meet the hour requirements for each block. No hours may be logged before the first day of the semester in which the student is in field unless special documented arrangements have been made with the Field Director. In the case where a student may have accumulated the 236 hours per block or 472 hours for the semester before the end of the block or semester, it is required that the student will continue normal activities in the agency through the last day of the block or semester.

If you will be late in arriving for work or absent for any reason, your agency supervisor you must contact your supervisor immediately. You **must** inform your FFI of any planned or unplanned absence for two or more days. Repeated tardiness or frequent absences from work may result in termination from the field. Falsifying the number of hours one has worked in an Honor Code violation and may result in expulsion from the university. *Use the form provided in the forms section of this manual for tracking your hours.*

### **University Closing and Class Cancellations**

If the university closes, students in local placements are encouraged to contact their supervisors for expectations. We expect that you will use good judgment and be safe.

### **Professionalism, Classroom Etiquette and Participation**

Social work classes and the field experience are predicated on preparing professionals. As such, in the social work program--distinct from academic programs that consider only scholastic performance—faculty and field supervisors also monitor students to determine if you are engaging in behaviors appropriate to professional conduct. Therefore, demonstration of standards appropriate to the social work profession is considered to be a normal part of the course requirements. In addition to fulfilling academic expectations, students are expected to cultivate the following habits and characteristics. Consistent deficits in any of these areas may impact the final grade:

- Punctuality
- Assumption of responsibility for actions
- Attendance
- Acceptance of written feedback (200-level course)

- Follow through/dependability
- Effective use of written feedback (3-400-level course)
- Handling stress
- Using humor appropriately
- Meeting of deadlines
- Flexibility
- Work organization

In keeping with positive agency etiquette, please be aware that you should not engage in unauthorized use of Internet, email access and texting during field hours. You will also want to be sure that your cell phone ringer is off during the day.

**Teaching Note for Declared Social Work Majors:** Professionalism, classroom etiquette and participation are standards in this course and all social work courses. This instructor may discuss with you particular behavioral challenges exhibited with the expected outcome being your positive response and diligent efforts of correction. Such conversations or identified areas of challenge are documented through a departmental form given to the student and retained in their departmental record. Accumulation of such forms across courses may result in a departmental response.

**Departmental Grading Scale**

The following scale is used for all course final grades in the Department of Social Work (Grades will NOT be rounded up). Grading Scale and G.P.A. Equivalent [Revised May 2005]

<b>A</b>	<b>100-</b>	97	4.0	<b>A-</b>	94	3.7
		96	3.9		93	3.6
		95	3.8		92	3.5

<b>B+</b>	91	3.4	<b>B</b>	88	3.1	<b>B-</b>	85	2.8
	90	3.3		87	3.0		84	2.7
	89	3.2		86	2.9		83	2.6

<b>C+</b>	82	2.5	<b>C</b>	79	2.2	<b>C-</b>	76	1.9
	81	2.4		78	2.1		75	1.8
	80	2.3		77	2.0		74	1.7

<b>D+</b>	73	1.6	<b>D</b>	69	1.2
	72	1.5		68	1.1
	71	1.4		67	1.0
	70	1.3		66	.9
				65	.8

- A - Excellent mastery of material; outstanding scholarship; excellence in self-assessment.
- B - Good mastery of material; you're able to look at the question from different perspectives; above average in self-assessment.
- C - Basic understanding of the content; not much depth in your answer; average in self-assessment.
- D - Borderline understanding of the material and/or answers are incomplete; below average in self-assessment.
- F - Failure to understand the material; unsatisfactory skill performance.

**Grades in required Social Work Courses:** In order to progress in the social work curriculum, no grade lower than a C (2.0) can be received in this course. *The statement should be on the syllabi for the following courses: SOWK 287, 288, 305, 317, 320, 335, 465, 466, 467, 481, 482 and 494.*

In addition, each course in the core curriculum contains required program-driven assignments and activities (PDAs). Students must complete all course PDAs to receive a final grade and credit for the class. In the event that a program-driven requirement is not completed, a final grade cannot be awarded, and "Incomplete" will be entered in the transcript until all PDAs are fulfilled. This may impact your graduation date.

Incompletes will be granted only when a student is unable to complete course work because of illness or another equally compelling reason. Coursework must be completed by the end of the next regular semester, or the grade is recorded permanent as "F". A student seeking a grade of "I" must make that request to the relevant faculty member before the end of the semester in which that course is taking place. To make a request for "I", the student must complete the Request for Incomplete form available in the Student Handbook.

***A course may be repeated only once in order to continue in the major.*** You may repeat the course(s) during the semester application to the program or field is completed.

### **Demonstration of Competency and Determination of Grades**

The basis for determining your grade for each block course can be found in the Learning Objectives for SOWK 481 Social Work Field Practicum I and SOWK 482 Social Work Field Practicum II above, the field assignments contained therein and in the "Field Practicum Evaluation of Student Performance." The syllabi and field evaluation form are discussed during the pre-field meetings along with an explanation of how each plays a role in determining your final grade.

It is important that you familiarize yourself with the expectations the above documents have of you. At the beginning of the field practicum experience you should meet with your agency supervisor regarding these expectations, your perceived strengths and weaknesses, and plan relevant learning and practice experiences that will maximize your professional development.

### **Field Practicum Evaluation of Student Performance**

Near the end of each practicum your performance will be evaluated using the "Field Practicum Evaluation of Student Performance" found in Appendix D. This form identifies anchoring behaviors for each of the areas being assessed. It is important that you understand these and that from the beginning you consistently demonstrate the highest level of competence of which you are capable. You will have access to the form on the IPT system and should keep on-going records of what you have done in your agency to demonstrate the stated areas for evaluation. Prior to the date the evaluation is due, you should complete your self assessment giving enough time for your supervisor to fill it out and meet with you to review it before adding your electronic signature. Once the forms are signed, they are available to the FFI for review.

**The final grade in each of the field practicum courses, SOWK 481 and SOWK 482, is determined by the FFI.** Forty percent of your grade is based on the quality and punctuality of assignments, attendance and participation in the field integrating meetings, and the FFI's interpretation of the field practicum evaluation constitutes the other 60%. A grade will be issued only after the minimum number of hours per block has been accounted for, 236 hours for each block for a total minimum of 472 hours for the semester.

The Social Work Program requires that students earn a minimum grade of "C" in both blocks of the field practicum (SOWK 481-482). Failure to achieve this minimum in either block will require you to withdraw from the field if the first block grade is C- or lower and/or repeat the field practicum within the next two semesters if the grade for second block is C- or lower. See the next section, Termination of the Field Practicum, below.

### **Written Work Back-Up**

Keep a second copy of any written work submitted. If for any reason work submitted is lost/misplaced/not available, faculty cannot assume that work was submitted and was of acceptable merit. Likewise, keep exams and papers returned with a grade or comments should grade lists be lost or inadvertently deleted from a faculty computer. In the event of the above, it would be your responsibility to submit the material in question.

### **Accommodation for Students with Special Needs:**

If you have a disability protected under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, students with special needs who require accommodations in the class room based on his /her documented disability condition must contact the instructor immediately to discuss their specific needs. Students also need to contact Office of Disability Services <http://www.jmu.edu/ods> before any appropriate accommodations can be made. JMU does not discriminate on the basis of race, color, creed, national of origin, sex, age, sexual orientation or disability in admission or access to, or treatment in, its educational programs or activities.

### **See <http://www.jmu.edu/syllabus> for information on the following course policies**

- Attendance Policy
- Academic Honesty/Honor Council Statement
- Adding/Dropping Courses Policy
- Disability Accommodations
- Religious Observation Accommodations

### **Course Requirements**

Each student will be required to complete:

## ***COURSE REQUIREMENTS***

*Note: Through your field practice, SOWK 481 and SOWK 482, you are entering professional social work practice. Your behavior should at all times reflect the standards of your agency and the social work profession. All communication, written and oral, should meet professional standards. Work assignments for your agency supervisor and your field instructor are expected to be completed by the designated dates. If you cannot meet a deadline, you must request an extension from your FFI prior to the due date. This is to be done in writing with an explanation as to why an extension is needed. **Assignments that are received after the due date will be reduced by 1/2 letter grade per day late, unless prior approval has been given by your FFI.***

### ***Field Integrating Meeting***

*The Field Integrating Meetings are group meetings scheduled by your FFI. The goals are, for you as field students, to process the field practicum experience using theoretical lenses of coursework through class discussions and to enhance your ability to integrate classroom material into practice as demonstrated by field assignments.*

*The expectations are that you participate in classroom and Blackboard discussions on issues pertinent to social work practice. Since JMU-BSW students are in a wide variety of field settings, these discussions expose you to the unique ways that others are applying practice principles on micro, macro, mezzo and macro levels in different fields of practice.*



## **Assignments**

### **SOWK 481 and 482**

**Field Practicum Journals** serve as a communication link between you and your FFI and a tool to reflect on your experiences in the field from the perspective of your social work classroom education. Journals, following the guidelines provided, are to be mailed, emailed, submitted by Blackboard or delivered to the FFI depending on the arrangements made with your FFI. Failure to turn in journals as expected will result in a grade reduction for the practicum.

### **Supervision Conference Report**

One of the most important tasks of the field practicum and the development of the professional self is the ability to use supervision effectively. You are expected to meet regularly (weekly) for formal supervision with your agency supervisor. Part of learning to use supervision is setting an agenda to address issues that will enhance your personal/professional development, and planning intervention skills. Learning as much as you can (tricks of the trade, etc.) from your supervisor is important. Three written reports which have been reviewed and initialed by your supervisor will be turned into your FFI within two days of the conference. See Assignment Schedule for due dates.

### **SOWK 481**

**Community-Agency Study** (see appendix C). The community-agency study is designed to familiarize you with the agency, its service consumers, its relationship to other social service providers and the community. It serves as a guide for the kind of information you would want to gather in starting employment in any agency. It should reflect an understanding of the complex interplay that takes place between the agency and community. See Assignment Schedule for due date.

### **SOWK 482**

**Learning Case Study (LCS)** You have the option of completing a micro, mezzo or macro learning case study. The selection should be made in consultation with your FFI and supervisor. Information gathering for this assignment will begin in the first block. You should read the assignment and make a plan for working on it within the first three weeks of your practicum. In writing the case study you are to observe the rules of confidentiality.

**Scholarly Research on Pedagogy:** The course instructor may choose to systematically investigate teaching efforts and student learning in this course. To this end students may be asked to provide feedback about various course experiences including those related to learning about experience of poverty. Those responses may be used in scholarly efforts without any identifying information of the student. Should you object, please notify the professor.



## **APPENDIX B**

### **STUDENT INFORMATION AND FORMS**

## Guidelines For Agency Pre-placement Interview

The initial interview with your prospective supervisor is a very important event. First impressions can be lasting impressions. You will want to present yourself in a confident, professional manner and as one who is interested and informed. To help you prepare for the initial interview, a series of questions that will help you get the most from your visit are listed below. Certainly, don't limit yourself to these but seek additional information that will help you better understand the agency, their expectations of you and how they can help you meet your educational goals. **In addition to the following questions, YOU MUST discuss any felony record and/or driving record with your supervisor.** It would also be appropriate to discuss any accommodations or special interests developed during your studies (ie capstone or minor courses, community or pre-field service experiences or independent studies).

1. Clarify with your agency supervisor how your role is to be identified, i.e., student intern, student social worker, etc.
2. Clarify with your agency supervisor expectations regarding the use of your car or the availability of agency vehicles for carrying out practicum responsibilities. If you use your car, will you receive mileage reimbursement and are you expected to transport clients? The department discourages students from transporting clients in their personal vehicles.
3. If you are expected to transport clients in your personal vehicle, check with your insurance company regarding liability coverage. Do you need to show proof of insurance to the agency? Also, what insurance coverage does the agency provide you in this instance?
4. Clarify agency holidays as you will not be observing university holidays, including spring break.
5. Ask about work responsibilities that fall outside the normal workday, i.e. evenings and/or weekends. What is the agency's compensatory time policy?
6. How would you describe the dress code in the agency?
7. What is the agency's policy regarding confidentiality?
8. What kinds of responsibilities can you expect to be assigned?
9. Where will you be housed at the agency during your practicum?
10. What are the policies regarding inclement weather?
11. Will you be able to observe other workers?
12. Does the agency have a student orientation program that addresses workplace safety and risk reduction?
13. What, if any, are the screening requirements for this agency and who covers costs for screening? (TB test, police clearance, etc.) Note that student is responsible for any screening costs that agency does not cover.
14. What insurance is required for a student practicum in this agency? (automobile, practice insurance)
15. Are there any resources or readings you would recommend before starting my practicum?

James Madison University- Department of Social Work  
**Student Agreement**

All of the requirements listed must be completed *before receiving the field site assignment at the second pre-field meeting*. Please indicate your compliance with initials and dates as indicated. The completed form is to be given to the Director of Field Placement.

I read the Field Practicum Manual, understand its contents, and agree to the guidelines contained therein.  
\_\_\_\_\_ (initial)

I read and agree to abide by the NASW Code of Ethics. \_\_\_\_\_ (initial)

I completed the on-line instruction and test for Universal Precautions and scored 80% or above  
\_\_\_\_\_ (date)

I completed the HIPPA Tutorial and test and scored 80% or above \_\_\_\_\_ (date)

I completed 50 hours of post SOWK 287 Pre-Field Service hours \_\_\_\_ (initial).

I discussed any accommodations for field practicum with the office on disability and presented them to the field director in writing if appropriate. \_\_\_\_\_ (initial)

I disclosed any driving record to the director of field placement on \_\_\_\_\_ (date).

The following agreement must be agreed to and signed:

1. I agree to spend 32 hours per week Monday-Thursday at my field agency for a full semester for a minimum of 472 hours.
2. I understand that in the course of my work I will have access to confidential information and that I am required to keep this information confidential and will not disclose any such information unless authorized to do so by my agency field supervisor.
3. I understand I may be requested to acquire a police clearance and or driving record at my own expense.
4. I agree to contact my agency field supervisor and my faculty field instructor as soon as I am aware of pending absences, to discuss any absences and contract with my agency field supervisor to make up those hours if necessary in order to complete the minimum of 472 hours.
5. I understand that if I am completing the field practicum during the spring semester that I do NOT participate in the university spring break unless *authorized in advance* to do so by the social work faculty because I am leading a CS-L Alternative Break Trip. For Thanksgiving break, I will honor the schedule of the agency in which I am working.
6. I agree to attend and participate in all Field Integrating Seminars and turn in written field assignments as scheduled.

7. I understand that I will be involved in a relationship of professional supervision with my agency field supervisor. I agree to work within that relationship to identify and develop professional behaviors, skills, etc.
8. I understand that the Department of Social work will consider requests for accomdaton of disability in keeping with legal requirements and JMU policies. I also understand that the first step in this process is to register and/or revisit accomdations with the Office on Disabilitiy Services.
9. I agree to participate during the mid-term and final evaluations. I understand that my faculty field instructor will assign my final grade. The grade will be determined with input from the agency field supervisor regarding agency work, evaluation of course assignments, adherence to the NASW Code of Ethics, and my demonstrated ability to work within the role of a student intern in field placement.
10. I understand that as a field student I represent JMU and must abide by all policies including but not limited to the Honor Code and the drug and alcohol policy.
11. I understand that misrepresentation of information on any field form can be grounds for removal from field .

| Print Name \_\_\_\_\_ Student signature \_\_\_\_\_ Date \_\_\_\_\_

Director of Field Placement Signature \_\_\_\_\_ Date \_\_\_\_\_

**James Madison University Social Work Department**

**Student Incident Report Form**

The student must complete the *Student Incident Report Form* ( Appendix B) and submit to FFI and Director of Field Placement within 24 hours.

Name and role of person filling out this report \_\_\_\_\_

Student Name: \_\_\_\_\_ Date of report \_\_\_\_\_

Field Agency \_\_\_\_\_

Field Instructors \_\_\_\_\_

Field Liaison \_\_\_\_\_

Date and time of incident: \_\_\_\_\_

Location: \_\_\_\_\_

Date and Time FFI was contacted: \_\_\_\_\_

Who was involved in the incident (do not list client names on this form)  
\_\_\_\_\_

Name of any witnesses to the incident ( do not list client name on this form): \_\_\_\_\_

What happened (description by student / others involved- *Do not use client names*):

Actions and outcomes (e.g., injuries, hospitalization, damage to property, use of restraints, police action):

Debriefing plan to address the impact on the student:

Follow-up plan for agency and school review and potential policy revisions if needed:

Signatures:

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Student

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Field supervisors

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Faculty Field Instructor

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Field Director

Source: Lyter, S.C. (2015). Safety and risk management. In Hunter, C.A., Moen, J.K., & Raskin, M. (Eds), Social work field directors: Foundations for excellence. Chicago, IL; Lyceum Books, Inc.



**JAMES MADISON UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**FIELD PRACTICUM AGENCY ASSESSMENT**

Agency:

Date:

Supervisor(s):

***Complete during the last week of field. Failure to complete this evaluation will result in a grade of incomplete.***

This assessment form provides the Social Work Program with valuable feedback regarding your completed field practicum experience. This information will be used by faculty in considering future placements and to provide the agency and supervisor with feedback.

This evaluation is confidential and will only be released to your supervisor with your written permission. You are encouraged to print and review this form with your supervisor. In the same way that supervisors must find professional and helpful ways to give feedback, so must beginning social workers be able to give constructive feedback. If you are willing to have a copy of this evaluation sent to your agency supervisor, please sign the statement at the end of the evaluation.

Rating scale:

1) not applicable 2) none of the time 3) some of the time 4) most of the time 5) almost always

**Evaluation of the agency supervisor:**

1. My agency supervisor or appropriate alternate was available when I needed him/her.
2. My agency supervisor set aside weekly scheduled time with me for individual supervision sessions.
3. My agency supervisor adequately explained my roles and responsibilities within the agency.
4. My supervisor took time to inquire about my learning needs and learning style.
5. My agency supervisor adequately explained his/her role and responsibilities as my supervisor.
6. My agency supervisor helped me access resources needed to follow through with my role and responsibilities.

7. My agency supervisor helped me to talk about subjects related to placement/practice that were not comfortable to discuss.
8. My agency supervisor shared his/her professional thoughts and feelings.
9. My agency supervisor used self-disclosure appropriately.
10. My agency supervisor helped me sort out and address my concerns related to placement and practice.
11. My agency supervisor gave me the freedom to exercise my professional judgment.
12. My agency supervisor created the kind of atmosphere in which I felt free to discuss and learn from my mistakes as well as successes and to ask for guidance as needed.
13. There were opportunities to discuss my strengths and areas needing improvement with my agency supervisor.
14. My agency supervisor demonstrated an understanding and acceptance of the social work program's goals and objectives for the field practicum experience.
15. My supervisor helped me assess my professional work habits and discern strategies for improvement where appropriate.
16. My supervisor helped me to understand and interpret the intent of policies and procedures in the agency.
17. My agency supervisor was effective in providing information on cultural competency issues.

**Open responses:**

In what ways was your agency supervisor helpful to your field practicum learning experience?



How could your agency supervisor have been more helpful?



I give my permission for a copy of this evaluation to be shared with my agency supervisor.

Student Signature: ([Student Name]): [Click to sign Completed Document](#)

**JAMES MADISON UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**STUDENT EVALUATION OF THE FIELD PRACTICUM EXPERIENCE**

Agency:

Date:

Agency supervisor(s):

***Complete during the last week of field and give to your FFI. Failure to complete this evaluation will result in a grade of incomplete.***

This evaluation supplements the Field Practicum Agency Assessment. This form will be placed in the department's field files and is designed to provide **future field students, the agency and the Social Work department** with your perceptions of the field practicum experience, which will be useful in evaluating and making appropriate matches for field practicum settings.

Rating scale:

1) not applicable 2) none of the time 3) some of the time 4) most of the time 5) almost always

**Evaluation of the field practicum setting:**

- |   |   |
|---|---|
| 1. The agency's expectations of my student role and its boundaries were clear.  | <input style="width: 60px; height: 20px;" type="text"/> |
| 2. The agency provided adequate resources for my learning experience: desk, office supplies, phone & computer access, library, access to agency files, etc. | <input style="width: 60px; height: 20px;" type="text"/> |
| 3. I was given the opportunity to be involved with staff meetings including an opportunity for input.   | <input style="width: 60px; height: 20px;" type="text"/> |
| 4. The agency provided me with opportunities for exposure to external/community resources and networking.   | <input style="width: 60px; height: 20px;" type="text"/> |
| 5. The agency was flexible in meeting my needs as a student for professional and personal growth and interests as the practicum progressed.                 | <input style="width: 60px; height: 20px;" type="text"/> |
| 6. The agency provided opportunities for a variety of experiences that reflect generalist social work practice.   | <input style="width: 60px; height: 20px;" type="text"/> |
| 7. The agency setting reflected the values of social work including social justice.   | <input style="width: 60px; height: 20px;" type="text"/> |
| 8. I felt comfortable with office politics and dynamics.  | <input style="width: 60px; height: 20px;" type="text"/> |

9. The agency provided me with a safe comfortable avenue to give constructive feedback.
10. There was an adequate orientation to the agency/organization, including the social worker's role within the agency.
11. I was made aware of crisis/risk management and grievance procedures of the agency.
12. The agency provided a safe environment and appropriate training to ensure my safety.

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**Open-ended response:**

**The major strengths of this field setting are:**



**Recommendations for improving student's experiences in this field setting:**



Student Signature: (*[Student Name]*): [Click to sign Completed Document](#)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

SAVE

**JAMES MADISON UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**FACULTY FIELD INSTRUCTOR (FFI) EVALUATION**

Please comment under each question to make any additional remarks or clarification of any of the above responses.

This evaluation is to be mailed to the Academic Unit Head, Dept. of Social Work, MSC 4303, James Madison University, Harrisonburg, VA 22807. As with all student evaluations, results will be given to the faculty member after all grades are turned in.

Name of FFI :

Semester and Year:

**Scale:**

- 1 - Poor
- 2 - Below Expectations
- 3 - Met Basic Expectations
- 4 - Above Expectations
- 5 - Outstanding

1. The FFI was accessible when I requested consultation or assistance.



2. The FFI was helpful in interpreting the learning objectives in the course syllabi to correlate with agency expectations and learning opportunities.



3. The feedback provided on journals and other written assignments facilitated integration of classroom learning and the field experience.



4. FFI assisted me in my exploration and discovery of self as a professional.



5. The FFI supported the student-supervisor relationship and problem solving process as needed (this may or may not have included mediation).



Student Signature: ([Student Name]): [Click to sign Completed Document](#)

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.



**Department of Social Work  
James Madison University**  
**Field Practicum Evaluation of Student Performance** (revised 8/09)

*This hard copy form should be used to review the expectations for the field practicum in the student's first week or two of placement. Spaces are provided to note how students will demonstrate the given competencies in the given setting. Student and supervisor should each fill out this form before meeting together to discuss the evaluation.*

Date: \_\_\_\_\_

Check one:

\_\_\_\_ Practicum I

\_\_\_\_ Student Self-Evaluation

\_\_\_\_ Practicum II

\_\_\_\_ Supervisor Evaluation

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

**Supervisor(s)**

Name and title: \_\_\_\_\_ Name and title: \_\_\_\_\_

Degree and year: \_\_\_\_\_ Degree and year: \_\_\_\_\_

Licensure/Certifications and year: \_\_\_\_\_ Licensure/Certifications and year: \_\_\_\_\_

In the space below, please describe the student's tasks and responsibilities during this evaluation period. Include information about caseload (number, nature, etc.). For Practicum II, please describe new student tasks or experiences that occurred during the second block.

For those areas where you have not observed the student or where the student has not had an opportunity to demonstrate competence, please leave blank. However, please note there are several areas where the student is expected to demonstrate interest and initiative (these are marked \*). These selected areas should be evaluated **at least once** during the practicum.

1. Recognizes and manages personal values in a manner that allows professional values to guide practice

1                      2                      3                      4                      5

1--needs help in understanding the difference between personal and professional values.  
3--usually manages personal values and allows professional values to guide practice.  
5--consistently demonstrate use of professional values for practice in word and action.

**Plan for demonstration:**

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2. Understands the value system of others with whom the student works.

1                      2                      3                      4                      5

1--needs greater awareness of the other's value systems.  
3--has awareness of and appreciation for the other's value systems.  
5--demonstrates understanding and appreciation for the other's value systems.

**Plan for demonstration:**

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3. Demonstrates awareness of the impact she/he has on those with whom she/he works.

1                      2                      3                      4                      5

1--needs more understanding and role clarification about how he/she impacts others.  
3--is aware of own role and impact on others.  
5--understands and works within role expectations to positively impact others.

**Plan for demonstration:**

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4. Demonstrates awareness of own strengths.

1                      2                      3                      4                      5

1--needs more understanding of strengths and how to utilize them.  
3--demonstrates awareness and uses strengths occasionally in working with others.  
5--consistently uses strengths and expresses interest in further growth.

**Plan for demonstration:**

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5. Practices personal reflection and self-correction to assure continual professional development.

1                      2                      3                      4                      5

1--needs assistance in recognizing areas needing practicing reflection and recognizing area for improvement  
3--recognizes areas needing improvement and is taking some steps toward personal/professional improvement.  
5--demonstrates a good awareness of areas needing improvement and consistently seeks to strengthen them where feasible.

**Plan for demonstration:**

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6. Uses supervision and consultation effectively.

1                      2                      3                      4                      5

1--needs to take greater advantages of opportunities for supervision.  
3--keeps supervisory appointments and is often prepared.  
5--makes good use of supervision for personal and professional development.

**Plan for demonstration:**

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7. Displays skills for life-long learning by seeking new knowledge and skill development opportunities.

1                      2                      3                      4                      5

1--demonstrates little motivation in seeking new learning opportunities.

3--learns from information and opportunities readily available.

5--requests information and seeks opportunities and information in addition to those readily available.

**Plan for demonstration:**

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8. Effective in working with people who are different based on the intersectionality of multiple factors such as (but not limited to) age, class , color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, national origin, political ideology, race, religion , sex and sexual identity

1                      2                      3                      4                      5

1--exhibits difficulty in understanding and accepting persons who are different.

3--demonstrates sufficient self awareness to reduce the influence of biases and values in working with people from diverse groups.

5--consistently demonstrates understanding of the importance of difference in shaping life experiences: views self as learner and engages others as informers as appropriate.

**Plan for demonstration:**

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9. Practices within the values and ethics of social work (NASW).

1                      2                      3                      4                      5

- 1--does not recognize ethical and/or value dilemmas when they occur.
- 3--references social work values/ethics when appropriate; consults with supervisor when met with ethical dilemmas.
- 5--applies strategies of ethical reasoning to arrive at principled decisions; tolerates ambiguity in resolving ethical conflicts.

**Plan for demonstration:**

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**Skills and Abilities:**

Makes appropriate use of the following roles in carrying out responsibilities

10. broker (to link people to community resources and help to negotiate system)

1                      2                      3                      4                      5

- 1--needs to develop greater knowledge of resources and ability to access them appropriately.
- 3--has a basic knowledge of resources, seeks out other resources, and demonstrates a general ability to help people negotiate use of the system appropriately.
- 5--demonstrates a good knowledge of resources, and successfully and appropriately facilitates appropriate use of them.

**Plan for demonstration:**

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11. mobilizer (to assemble and energize existing groups/resources)

1                      2                      3                      4                      5

- 1--needs encouragement to coordinate existing resources
- 3--demonstrates ability to coordinate existing resources and has participated in the development of new resources.
- 5--demonstrates recognition of the power of groups to create change, coordinates existing resources or has begun to initiate the development of new resources.

**Plan for demonstration:**

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12. mediator (to assist in finding common ground, neutral role, shares information)

1                      2                      3                      4                      5

1--needs assistance in maintaining a neutral and effective facilitative role in conflict resolution.

3--maintains a neutral facilitative role in conflict resolution.

5--seeks common ground, offers alternative perspectives, maintains a neutral and effective facilitative role in conflict resolution.

**Plan for demonstration:**

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13. enabler/facilitator (to assist in finding strengths and resources from within to produce change)

1                      2                      3                      4                      5

1--needs help in identifying individual or system(s) strengths and how to utilize them.

3--often identifies individual or system(s) strengths and supports and encourages mutually identified change

5--consistently empowers others in creative ways, facilitates changing the environment

**Plan for demonstration:**

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14. advocate (to speak on client's behalf to accomplish mutually agreed-upon goals)

1                      2                      3                      4                      5

1--needs supervision in identifying opportunities for advocacy.

3--adequately identifies issues and has basic ability to advocate for them.

5--with input from the individual or group being represented, accurately identifies needs and represents them appropriately.

**Plan for demonstration:**

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**Ability to apply appropriate intervention strategies on behalf of:**

15. individuals

1                      2                      3                      4                      5

- 1--needs help in choosing and implementing effective strategies.
- 3--demonstrates ability to choose and implement effective strategies.
- 5--develops and implements creative action strategies.

**Plan for demonstration:**

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16. families

1                      2                      3                      4                      5

- 1--needs help in choosing and implementing effective action strategies.
- 3--demonstrates ability to choose and take appropriate action strategies.
- 5--develops and implements creative actions strategies.

**Plan for demonstration:**

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17. groups/teams

1                      2                      3                      4                      5

- 1--needs help in developing ability to work with groups/teams.
- 3--is comfortable with groups and demonstrates knowledge of group process.
- 5--effective in utilizing group process to achieve goals.

**Plan for demonstration:**

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18. organizations

1                      2                      3                      4                      5

- 1--needs help in developing skills in working with organizations or other entities.
- 3--demonstrates skill in working with organizations or other entities.
- 5--demonstrates creative and effective approaches in working with organizations or other entities.

**Plan for demonstration:**

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19. \* local government

1                      2                      3                      4                      5

- 1--demonstrates little interest in or awareness of how local government impacts on the agency.
- 3--has sought information and understanding as to how local government impacts the agency.
- 5--has interacted or attended a meeting/function of the local government as a representative of the agency.

**Plan for demonstration:**

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**Ability to establish and maintain professional relationships with:**

20. co-workers

1                      2                      3                      4                      5

- 1--is not comfortable with or tends to avoid interacting with co-workers.
- 3--has developed collegial relationships with co-workers.
- 5--has become an integral member of the agency staff.

**Plan for demonstration:**

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21. \* other agencies/settings

1                      2                      3                      4                      5

- 1--hesitant to contact other agencies/settings.
- 3--comfortable in contacting individuals and other agencies/settings in the community.
- 5--shows initiative in contacting other agencies and persistent in seeking information or resources.

**Plan for demonstration:**

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**Ability to use the problem solving process:**

22. engagement

1                      2                      3                      4                      5

- 1--has difficulty establishing a helping relationship, gathering data and defining the presenting problem.
- 3--establishes a working relationship, gathers basic information and is able to define a presenting problem.
- 5--develops relationships in a way that reflects knowledge of own position and the way in which it affects relationship and process; arrives at mutually agreed on focus of work and desired outcomes.

**Plan for demonstration:**

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23. assessment

1                      2                      3                      4                      5

1--has difficulty clearly stating or understanding a problem/issue, using professional judgment, or assessing strengths and limitations of those involved and the environment.

3--can state the problem/issue, has a general understanding of how to use professional judgment and can identify several strengths and limitations of those involved and the environment.

5--accurately organizes and interprets client data, makes good use of professional judgment to develop mutually agreed on strategies and demonstrates a comprehensive understanding of the strengths and limitations of those involved and the environment.

**Plan for demonstration:**

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24. planning

1                      2                      3                      4                      5

1--has difficulty moving from problem definition and assessment to formulating a comprehensive plan with agreed-upon objectives and role responsibilities.

3--is able to develop an intervention plan with several alternatives with some definition of roles and responsibilities.

5--reviews variety of possibilities, selects appropriate interventions strategies; develops a comprehensive plan of action with clear definition of role responsibilities that lead to accomplishment of agreed upon objectives.

**Plan for demonstration:**

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25. intervention/implementation

1                      2                      3                      4                      5

1--has difficulty carrying out intervention or implementation based on strategies identified in the planning phase.

3--uses information from the planning phase to develop and carry out appropriate intervention or implementation strategies appropriate to role and function to help client resolve problems.

5--uses intervention or implementation based on the planning phase in a creative and effective manner.

**Plan for demonstration:**

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26. evaluation

1                      2                      3                      4                      5

1--has difficulty with ongoing monitoring of intervention activities, does not have a clear sense of accountability, thus is not certain of progress being made with task.

3--has a sense of accountability, makes an effort to monitor intervention activities and has some idea of the progress being made with the task.

5--demonstrates an ongoing process of accountability, critically analyses and monitors intervention activities and has a clear sense of progress being made with the task. Considers possibilities then chooses appropriate tools to measure progress.

**Plan for demonstration:**

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27. termination

1                      2                      3                      4                      5

1--uncomfortable with closure, terminates prematurely, doesn't recognize termination as a process, leaves unfinished business.

3--comfortable in working with others in coming to a mutually agreed-upon ending of the relationship.

5--comes to a mutually agreed-upon ending of the relationship following evaluation and review of progress.

**Plan for demonstration:**

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28. demonstrates awareness and utilization of resources within the agency

1                      2                      3                      4                      5

- 1--demonstrates little interest in learning about agency resources.
- 3--demonstrates knowledge of and ability to use agency resources.
- 5--establishes networks within the agency, recognizes service gaps, and makes innovative or novel uses of agency resources.

**Plan for demonstration:**

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29. uses community resources appropriately

1                      2                      3                      4                      5

- 1--doesn't take initiative to learn about or use community resources in service delivery.
- 3--is aware of and incorporates community resources in service delivery.
- 5--demonstrates innovative or novel uses of community resources.

**Plan for demonstration:**

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30. \* demonstrates awareness of current social policy issues affecting the agency's programs and service delivery.

1                      2                      3                      4                      5

- 1--demonstrates little awareness of or interest in issues affecting the agency.
- 3--demonstrates awareness of issues affecting the agency.
- 5--demonstrates a good level of awareness of issues and seeks a better understanding of how these impact on the agency.

**Plan for demonstration:**

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31. \* demonstrates ability to analyze policy

1                      2                      3                      4                      5

1--shows limited awareness of agency policies and procedures.

3--is aware of agency policies and procedures.

5--analyzes agency/setting's policies and procedures and raises pertinent questions with appropriate staff.

**Plan for demonstration:**

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32. \* demonstrates ability to evaluate program effectiveness

1                      2                      3                      4                      5

1--understands but needs more experience to evaluate program effectiveness.

3--demonstrates ability to evaluate program effectiveness.

5--provides input for program changes and improvement.

**Plan for demonstration:**

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**Demonstrates understanding for social research through:**

33. application of research methods to evaluate micro , mezzo and/or macro practice

1                      2                      3                      4                      5

1--demonstrates limited awareness of methods to evaluate practice.

3--can create a research design to evaluate practice.

5--can implement a research design to evaluate practice and draw conclusions as to implementation effectiveness.

**Plan for demonstration:**

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34. \* knowledge of types of data used by the agency

1                      2                      3                      4                      5

1--limited awareness and interest in data and how they are used.

3--knowledge of types of data used by the agency.

5--critiques and assesses data used and makes suggestions for practical solutions.

**Plan for demonstration:**

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**Demonstrates ability to effectively use the following communication skills:**

35. written

1                      2                      3                      4                      5

1--needs guidance in developing structure, clarity and content.

3--generally correct grammatically but readability is affected.

5--clear, concise, well structured writing style with no grammatical errors.

**Plan for demonstration:**

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36. oral

1                      2                      3                      4                      5

1--hesitancy in speaking, doesn't communicate ideas effectively.  
3--speaks clearly and in a well organized way, but uncomfortable before groups.  
5--communicates effectively with individuals and groups; is comfortable in speaking before public audiences.

**Plan for demonstration:**

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37. Interviewing

1--difficulty with gathering information and active listening  
3--uses empathy, active listening, paraphrasing and other interpersonal skills to gather required information  
5--prepares for interview, uses and reflects on professional communication skills, aware of using self as a tool in process. Ability to "start where the client is."

**Plan for demonstration:**

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38. non-verbal

1                      2                      3                      4                      5

1--limited awareness of impact of nonverbal communication.  
3--awareness of nonverbal communication skills.  
5--ability to effectively utilize nonverbal communication skills and adapt to the situation.



## **APPENDIX C**

### **GUIDELINES FOR ASSIGNMENTS**

## Field Integrating Meetings

### Purpose

Field students are assigned a Faculty Field Instructor who will meet with their group of students a minimum of three times. Facilitated discussions will require preparation as indicated by each instructor. The following competencies will be evaluated:

### Learning Objectives

- attend to professional roles and boundaries (1c)
- demonstrate commitment for career-long learning
- engage in career-long learning (1e)
  
- recognize and manage personal values in a way that allows professional values to guide practice (2a)
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (2b)
- tolerate ambiguity in resolving ethical conflicts (2c)
- gain sufficient self-awareness to reduce the influence of personal biases and values in working with diverse groups;(4b)
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and (4c)
- view themselves as learners and engage those with whom they work as informants as appropriate (4d)
- use research evidence to inform practice. (6b)
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; (9a)

### Process

Each Faculty Field Instructor has the freedom to conduct this meeting in the format and frequency they deem most beneficial to the student group. Groups will meet a minimum of four times. Students will be asked to prepare for these meetings and will be rated on the quality of their participation.



## Field Journals

### Purpose/Description

This assignment facilitates students in identifying as generalist social work practitioners and integrating field experiences with classroom learning. (EPAS). There are two separate prompts for field journals.

### Learning Objectives:

- practice personal reflection, demonstrating a commitment to reflecting on and strengthening those areas deemed necessary for effective professional practice and continued professional development;(1b)
- critically reflect on own position and how it affects the relationship and change process
- view themselves as learners and engage those with whom they work as informants as appropriate (4d)
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (9b)

### *First Journal*

Briefly list the kinds of activities in which you have been engaged including types of meetings attended, number of clients you had, projects focused on and training opportunities.

How did you refer to agency policy in your work? How have you noticed agency or local/state/national policy to help or hinder work with clients?

Describe how your work supported the generalist practice perspective of social work as defined above?

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (<http://www.bpdonline.org/media/bpdgenprdefin.doc> retrieved, 8/20/08)

Describe yourself and own position in the agency (gender, religion, race, age, education level, status in agency). How might these characteristics effect your relationship with colleagues and clients? How might you effect the change process with clients? How do you anticipate building on your strengths?

### *Second Field Journal*

#### Part 1: Description

For this reflection, think of one specific incident that stands out in your mind and describe in 2-3 paragraphs:

When did this particular experience take place?

Where did it take place?

Who else was there? Please do not use the real names of clients.

What did I do? What did others do? What actions did I/ others take?

What did I/ we say or otherwise communicate (e.g., through writing)?

Who didn't speak or act?

What else happened that might be important (e.g. equipment failure, weather-related issues, etc.)

Part 2: Answer these questions in 3-4 pages.

1. What assumptions or expectations did I bring to the situation? How did they affect what I did or didn't think, feel, decide, or do? To what extent did they prove true? If they did not prove true, why was there a discrepancy?
2. How did this experience make me feel (positively and/or negatively)? How did I handle my reactions (e.g., what did I do as a result)? Should I have felt differently? Why or why not?
3. How did I interpret the thoughts, feelings, decisions, and/or behaviors of others [e.g., How do I think others felt? What assumptions and expectations do I think others brought to the situation (including assumptions about me)]? What evidence do I have that my interpretations were or were not accurate?
4. In what ways did I experience difficulties (e.g. interacting with others, accomplishing tasks,) and what personal characteristics contributed to the difficulties (e.g., skills, abilities, perspectives, attitudes, tendencies, knowledge)?
5. In what ways did I succeed or do well in this situation (e.g., interacting with others, accomplishing tasks, handling difficulties) and what personal characteristics helped me to be successful (e.g. skills, abilities, perspectives, attitudes, tendencies, knowledge)?
6. How did this situation challenge or reinforce my values, beliefs, convictions (e.g. my sense of right and wrong, my priorities, my judgments)?
7. How did this situation challenge or reinforce my sense or personal identity (e.g. how I think of myself in terms of gender, sexual orientation, socioeconomic status, age, education level, ethnicity, nationality, mental/physical health)

Source:

Ash, S.L., Clayton, P.H. , (2009) Learning through critical reflection: a tutorial for service-learning students (Instructor version). Raleigh, NC

## Guidelines for the Community-Agency Study (revised 5/13)

### Purpose

This assignment combines an analysis of your field practicum setting and the target community it serves. Target community can be defined from a service and/or geographic perspective. The goal of this assignment is for you to develop an understanding of each and how the two interrelate. In completing this activity you will be applying and integrating various models of organizational behavior and community development in the broadest sense.

Apply critical thinking to inform and communicate professional judgements (3)

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (3a)
- Engage diversity and difference in practice (4)
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; (4c)
- Understand the forms and mechanisms of oppression and discrimination (4a)
- Analyze agency policies that advance social well-being;
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; (9a)
- Provide leadership in promoting sustainable changes in services delivery and practice to improve the quality of social services (9b)

### Product:

One draft with comments regarding the content (not copy editing) from your supervisor

One paper which will include a bibliography of appropriate sources

Your grade is largely based on your ability to demonstrate practical knowledge of theories learned in social work and prerequisite courses (Warren, Putnam, Etzioni, and social networks model should ring bells here). Be sure to state the theory to which you are referring and use appropriate APA citations. . It is expected that you will use a variety of resources including textbooks, interviews with agency employees of various levels in and outside the agency. Each section should explicitly build upon the previous one. Have fun and be creative with this assignment- talk with bus drivers, visit local diners and notice how the community works, interview janitorial and clerical staff in addition to supervisors and colleagues.

This is a narrative assignment and is to be computer-generated with special emphasis on correct grammar and punctuation. Content should be included under major topical headings as indicated i.e. Agency History etc. Do not use sub-topical headings to further breakdown information. Be as concise as possible. In-text citations are expected as is a reference listing of all resources used in putting this narrative together, including name, date, and status of people interviewed. APA style is expected. Use the major topical headings below.

The finished product should be shown to your agency supervisor and a copy of the narrative given to him or her. If turned in late, an Incomplete grade may be issued for the first block. Keep in mind that you may not begin the second block of the field practicum until a grade for the first block is given.

Use a supervisory session to review the Community-Agency narrative. Once your assignments have been returned with the FFI's evaluation, share them with your supervisor. This facilitates a mutual understanding of performance expectations.

*In settings where the community is not clearly identifiable*, consult with the agency supervisor and FFI before beginning the assignment

#### *Multiple-placement option:*

This option is available to two or more JMU social work students who are in the same field placement setting. *In all cases, this option must be approved in advance by your FFI(s).* The assignment is to be completed according to the guidelines detailed below in addition to the following:

1. Give your FFI a sheet that details the portions of the assignment done by each member of the team. It must explain how the paper will be enhanced by multiple contributors.
2. Each member of the team will provide an additional analysis of the community-agency assessment as it relates to his or her specific assignment at the agency.
3. The student and FFI will decide the areas of focus for the analysis jointly. Each member of the team will receive the same grade for the assignment.

#### **Outline:**

#### **Relevant Community History**

Start with a brief description of your agency, clients (individuals, families, groups, communities or agencies) and if appropriate, services the sub-section or department in which you are placed. Give some basic demographics of the geographical target community (population, racial, income, and age splits as well as information relevant to the population the agency serves). Briefly describe the community as it is currently (urban/rural/college town/ etc.) and give relevant community history. How do co-workers describe the community or environment as changing? Explain throughout this section how the information is relevant to the agency.

#### **Agency History**

Briefly describe how and why your agency came into being. What purpose does the agency serve? Who is the target service population? If you are working in a sub-unit of a larger setting (e.g., medical social work in a hospital) describe the evolution of your unit in relation to the larger institution. Explain how and why it came to be. Who is your agency or sub-unit designed to serve and how and why has it changed over the years? What changes would you suggest for the future considering the changing context of the population or environment of the agency. A brochure may be attached in addition to the preceding information.

## **External Relationships**

Note how the agency is classified (public/private/ for-profit/non-profit).

Identify what governmental agencies have an impact on your setting and how. (Refer to Community Theory, i.e. Warren, regarding horizontal and vertical inter-organizational relationships.)

How is your setting funded? *Evaluate* the funding adequacy as well as means funds are generated. Evaluate how adequacy and means of funding relates to attracting qualified staff, agency resources, and meeting staffing needs. How does the agency evaluate program outcomes?

## **Organizational Functioning**

What professions are represented in your agency? What are the degree requirements for each? Describe the distribution of power regarding decision-making within your agency. Does one profession carry more weight or influence than another?

Analyze the degree of autonomy professional staff have in your setting.

Can you identify an informal system within the formal structure of your setting? If so, describe how it works and analyze its role in agency functioning and goal accomplishment.

## **Agency Consumers**

Describe the clients the agency serves (age, race, socio-economics or other life circumstances). Explain some of the forms and mechanisms of oppression and discrimination clients are likely to be facing. In your opinion, does the agency address these? Defend your answer. Describe the agency workers (see above). How might similarities and differences between workers and clients affect the work of the agency? (age, race, socio-economics or other life circumstances).

Describe any eligibility requirements used by your setting that restricts its use by people.

Examine your setting's ability to address the needs presented by its clients. If it does not meet all/most of the client needs, explain why.

What social costs, if any, do consumers face by using the services your setting offers?

How might clients view the agency and the need to access services there? (how can I spur more critical thinking here?)

What approach does the agency take in determining the needs, interests and priorities of those served: communicating with them, developing appropriate programming or other activities for or with them, and assessing its impact on them? Ash, Clayton and Moses(2009) p. 7-7

## **Agency Access**

Considering mechanisms of oppression and social costs of involvement with your agency, evaluate the access clients have to your agency regarding its location, availability of public transportation, parking, etc. Consider persons with disabilities, limited English speakers, and other underserved populations.

How do potential clients learn about the services your agency offers? How do they come to the agency (mandated, voluntary, or proffered)? Who might get left out of this process?

Evaluate "access" regarding phone lines (are busy signals a problem?) and the kind of reception clients are given: waiting room area, long waits or appointments, staff attitudes toward clients (receptionist is important), etc.

### **Conclusions**

Describe your overall analysis of the agency's impact in the community and its ability to address the needs of its target population/consumers. Give at least two suggestions for sustainable changes in services delivery and practice to improve the quality of social services delivered by the agency.

### **References**

Using APA, cite reputable websites, organizational publications, textbooks and articles from which theories were derived, personal communications, etc.

**Grading Grid for Community – Agency Study (revised 11/17/14)**

	0 Assignment instructions not addressed	1 Clear and accurate description, uses and correctly sites at least one source	2 Good evaluation and some original analysis of key issues, sites social work theory	3 Shows exceptional insight to issues, uses multiple sources, is able to connect theory to practice
Community History Uses multiple reliable sources, demonstrates understanding of demographics				
Agency History Appraises how history, environment and population, , scientific and technological developments, and emerging societal trends to provide affect agency and services				
External Relationships Understands interagency structures, funding and outcome assessment				
Organizational Functioning Understands formal and informal structures				
Agency Access Understands mechanisms of oppression and discrimination				
Agency Consumers Demonstrates understanding of difference in shaping experience of agency clients				
Conclusions Able to suggest sustainable changes to improve service delivery of quality of service.				
Other observations				
Distinguishes, appraises, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;				

## Macro Learning Case Study

Purpose: The Macro Learning Case Study is designed to give you an in-depth firsthand experience in social work macro practice. The major purpose for engaging in this project is for you to take major responsibility for an administrative level task within your field agency. The project includes a written assignment to evaluate your ability to analyze administrative or community problems/situations, design a plan of action to address the problem/situation, implement the plan, develop an evaluation design, and appropriately document the process.

This assignment is designed for you to demonstrate competency in the following areas: (corresponds to SOWK Educational Competencies)

- Attend to professional roles and boundaries (1c)
- recognize and manage personal values in a way that allows professional values to guide practice;(2a)
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (3a)
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (3c)
- gain sufficient self-awareness to reduce the influence of personal biases and values in working with diverse groups; (4b)
- recognize and communicate their understanding of the importance of difference in shaping life experiences; (4c)
- view themselves as learners and engage those with whom they work as informants as appropriate (4d)
- Use research evidence to inform practice. (6b)
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (7a)
- Critique and apply knowledge to understand person and environment. (7b)
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities(10a1);
- develop a mutually agreed-on focus of work and desired outcomes(10a3)
- collect, organize, and interpret client data (10b1);
- assess client strengths and limitations (10b2);
- develop mutually agreed-upon helping actions to be undertaken (i.e.. plan, policy, strategy or program) (10b3)
- select appropriate intervention strategies (10b4).
- facilitate actions to achieve organizational goals (10c1)
- facilitate the implementation of prevention interventions that enhance client capacities (10c2);
- facilitate transitions and endings (10c3).
- Critically analyze, monitor, and evaluate interventions (10d1).

Process: Facilitating change in macro systems requires working on multiple levels and using a variety of skills at the individual, group and community/organizational level. Successful macro level work requires creating and following a plan with your client or target group.



The Macro Learning Case Study is designed to give you an in-depth experience in social work macro practice. The major purpose for engaging in this project is for you to take major responsibility for a macro level project within your field agency. The project includes a written assignment to evaluate your ability to analyze organizational or community problems/ situations, design a plan of action to deal with the problem/situation, implement the plan, develop an evaluation design, and appropriately document this process. The narrative report should be typewritten, using Roman numerals and capitalized topical headings to identify each major component. Computer generated worksheets (attached) should also be provided.

## I. DESCRIPTION OF YOUR FIELD PLACEMENT AND ITS COMMUNITY

This section provides a general description of the agency, including the mission, population served, services offered, and staffing pattern as well as a picture of the community in which the agency is located. If this information has been included in your Community-Agency Study, please provide the following: a brief description of the community; the general population and client population; significant businesses, human services, and general political/cultural climate. In doing the description of your placement and the community, please utilize concepts from Warren's Community Theory, Systems theory, Population Ecology theory or appropriate concepts from your macro text.

## II. PROBLEM/SITUATION DEFINITION

This section provides an explicit description of the issue(s) to be addressed by your efforts. You should include the clients to be served, policy(ies) to be addressed, community situation needing attention, etc. Please comment on the impact of racism, sexism, ageism, class bias, and sexual orientation as they relate to the issue you are addressing. In completing Worksheet 1, you will have identified a number of problems or issues that your project could address. In writing the narrative for this section, briefly describe the problem(s) identified on this worksheet. Next, identify which of these is to be addressed in your project and why you have chosen to address this issue(s). Be sure that all the relevant information from this worksheet is contained in the narrative report. Again you may want to consider concepts from your macro text.

III. RESEARCH/INFORMED PRACTICE: All social workers should be motivated for life-long learning about their service. One way to achieve such learning and informed practice is by reading the current literature. Include here an annotated bibliography of 3 articles relevant to your work with this client. Annotated Bibliography is to include:

- Full citation presented in proper APA format
- A 1-paragraph summary of key information, paraphrased in student's own words
- A 1-paragraph explanation of how the article is relevant to your practice with this client

## IV. PLANNING PROCESS

This section describes the major steps of the intervention process. What specific activities were needed to address each of the issues/problems/ situations selected above? Make sure the steps you specify are clearly stated and relate to the issue they are designed to address. Complete Worksheet 2 being sure to translate the information from this worksheet into your narrative. Comment on what are some unintended consequences might result from your plan.

## V. PROGRAM/PROJECT DESIGN

This section describes the end product of the macro process. Describe what was done (and by whom) to address each issue identified in Section II. Include specifics such as staffing, program elements, goals, clients

served, budget balance sheet, etc. Flow charts, organizational charts, job descriptions, referral procedures, and other relevant supportive material must be included as attachments or appendices to the report.

## VI. PROGRAM EVALUATION

This section will include the methodology used in evaluating the effectiveness and efficiency of the program or process. Although you do not have to have completed an evaluation, a specific plan for evaluation is necessary; describe how it would be implemented and include a copy of the evaluation instrument. Include the specific means for determining the degree to which your program/process helped to solve the problem(s) or help the situation(s) outlined in Section II. If you carried out your project, did you observe any unintended consequences? Were these positive and/or negative? Were steps taken to adjust for their impact? Your macro text may provide you with some starting points.

Product/Outcome: Your final product should be a well written presentation and critical analysis in narrative form adhering to the following specifications.

1. Following APA guidelines and professional documentation standards
  - a. No more than 20 double spaced, typed, Ariel or Times Roman 12" font.
  - b. This includes APA title page with JMU honor code signature, page numbers and reference page.
  - c. Charts or graphs should be labeled.
  - d. Adherence to bias reduction in writing
2. Demonstration of maintaining professional role, behaviors and practice standards within an agency setting in keeping with departmental behavioral guidelines, NASW Code of Ethics, and CSWE competencies as identified.





## Mezzo Learning Case Study

**Rationale and/or Description:** The Mezzo Learning Case Study is designed to give you an in-depth empirical experience in social work group work practice. The case study may involve starting a new group within an agency setting or co-facilitating an existing group for a minimum of **six** sessions where you provide a significant contribution to planning, implementing, facilitating, and evaluating group activities/processes.

**This assignment is designed for you to demonstrate competency in the following areas: (corresponds to SOWK Educational Competencies)**

- Attend to professional roles and boundaries (1c)
- recognize and manage personal values in a way that allows professional values to guide practice;(2a)
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (3a)
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (3c)
- gain sufficient self-awareness to reduce the influence of personal biases and values in working with diverse groups; (4b)
- recognize and communicate their understanding of the importance of difference in shaping life experiences; (4c)
- view themselves as learners and engage those with whom they work as informants as appropriate (4d)
- Use research evidence to inform practice. (6b)
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (7a)
- Critique and apply knowledge to understand person and environment. (7b)
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities(10a1);
- develop a mutually agreed-on focus of work and desired outcomes(10a3)
- collect, organize, and interpret client data (10b1);
- assess client strengths and limitations (10b2);
- develop mutually agreed-upon helping actions to be undertaken (i.e.. plan, policy, strategy or program) (10b3)
- select appropriate intervention strategies (10b4).
- facilitate actions to achieve organizational goals (10c1)
- facilitate the implementation of prevention interventions that enhance client capacities (10c2);
- facilitate transitions and endings (10c3).
- Critically analyze, monitor, and evaluate interventions (10d1).

**Process:** Whether starting a new group or co-facilitating a group in an agency setting, successful completion will follow these steps.

1. **Describe your groups setting, membership.** This section should *fully address* the areas identified in the mezzo planning a group assignment (worksheet attached). This means *rich descriptions* of each component.

2. **Research/Informed Practice:** All social workers should be motivated for life-long learning about their service. One way to achieve such learning and informed practice is by reading the current literature. Include here an annotated bibliography of 3 articles relevant to your work with this client. Annotated Bibliography is to include:
  - Full citation presented in proper APA format
  - A 1-paragraph summary of key information, paraphrased in student's own words
  - A 1-paragraph explanation of how the article is relevant to your practice with this client
3. **Group purpose.** Identify and address what factors contribute to starting the group and to what end the group assists the agency in meeting its mission. Identify and discuss any evidence based literature and are theories that supports this assertion. What evidence supports, or not, the approach of group work to meet the stated purposes of group work as an intervention for the agency's client/member/consumer/resident population.
4. **Planning Process.** Describe the major planning steps taken for each of the **six** sessions you will co-facilitate. Identify the overall theme of the sessions (what is being addressed and to what end). Consider your evaluation here – operationalizing key areas of change, adjustment, adaptation, or transition for group members. Identify and describe activities planned for each session, and for what purpose you employed these techniques.
5. **Briefly explain federal/state and local/agency policies that effect work with your client system.** This requires you to think about what large system policies impact your daily work with the client system. You should identify and discuss at least one federal/state policy **and** one local (state or municipality)/ agency policy
6. **Evaluation.** Remembering that evaluation starts from conception, identify with specificity your evaluation plan including formative and summative measures. Illustrate monitoring of your intervention across group sessions. Provide results/findings – was your intervention effective? Discuss your findings accounting for any intervening variables that may have impacted your efforts.
7. **Group Process.** Discuss your group process over the six sessions. Focus has three parts:
  - a. *Your role /efforts as co-facilitator* - Identify and discuss what where your group co-facilitation strengths and challenges. Identify skills attempted, both successful and those not as effective.
  - b. *Group member engagement* - This should include significant group dynamics, identification of group member behaviors, group cohesion. Recognize the strengths and challenges of group members as discovered through your work with group members.
  - c. *Termination.* Describe and discuss your termination process. Identify any steps taken in developing, implementing or evaluating your termination process.
8. **Documentation.** Maintaining group members' confidentiality and agency policies provide at least two samples of your session documentation. Do not include identifying information of any persons receiving services through the agency as this would violate the NASW Code of Ethics and the agency policies.

**Product/Outcome:** Your final product should be a well written critical analysis in narrative form adhering to the following specifications.

1. Following APA guidelines and professional documentation standards
  - a. No more than 20 double spaced, typed, Ariel or Times Roman 12" font.
  - b. This includes APA title page with JMU honor code signature, page numbers and reference page.
  - c. Charts or graphs should be labeled.
  - d. Adherence to bias reduction in writing

2. Demonstration of maintaining professional role, behaviors and practice standards within an agency setting in keeping with departmental behavioral guidelines established, NASW Code of Ethics, **AAGW** Standards of Group Work Practice, and CSWE competencies as identified.

Worksheet

### **Planning A Group**

With your co-facilitator use the worksheet on the next page to discuss and plan your group. After all areas are completed, develop a 5 page (typed double space) report including how group members are recruited. Be sure to provide complete session plans. If you develop additional materials to support your activities, attach them to your final document. This should be completed, turned in and reviewed with the instructor prior to your first scheduled session.

Planning A Group

<b>Agency Context</b>		<b>Size</b>	<b>Rules</b>
<b>Location/Community Context</b>		<b>Composition</b>	<b>Session Plans</b>
<b>Purpose</b>		<b>Duration of session</b>	
<b>Goals/Objectives</b>		<b>Duration</b>	
<b>Type: Open or Close-ended</b>	<b>Setting for gatherings</b>	<b>Evaluation Plan</b>	
<b>Cultural Considerations</b>	<b>Capacity</b>		



## Learning Case Study: Micro (revised 1/13)

### Description/Rationale:

Social workers routinely prepare formal reports of their work with client systems at times of significant transition in the case—a quarterly or annual report, perhaps—but ***always*** when the client-worker relationship is significantly altered via case closure, termination of services, and/or transfer to another worker or agency.

This assignment requires you to reflect upon and analyze your practice, and to present a comprehensive report of your professional understanding, decisions, behaviors, and effectiveness as a beginning generalist social worker within the context of a particular case from your practicum.

### Purpose:

- Attend to professional roles and boundaries (1c)
- recognize and manage personal values in a way that allows professional values to guide practice;(2a)
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (3a)
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (3c)
- gain sufficient self-awareness to reduce the influence of personal biases and values in working with diverse groups; (4b)
- recognize and communicate their understanding of the importance of difference in shaping life experiences; (4c)
- view themselves as learners and engage those with whom they work as informants as appropriate (4d)
- Use research evidence to inform practice. (6b)
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (7a)
- critique and apply knowledge to understand person and environment. (7b)
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities(10a1);
- develop a mutually agreed-on focus of work and desired outcomes(10a3)
- collect, organize, and interpret client data (10b1);
- assess client strengths and limitations (10b2);
- develop mutually agreed-upon helping actions to be undertaken (i.e.. plan, policy, strategy or program) (10b3)
- select appropriate intervention strategies (10b4).
- facilitate actions to achieve organizational goals (10c1)
- facilitate the implementation of prevention interventions that enhance client capacities (10c2);
- facilitate transitions and endings (10c3).
- Critically analyze, monitor, and evaluate interventions (10d1).

**Process:**

**Selection.** In consultation with your supervisor and FFI, select an individual client with whom you are working/have worked to serve as the subject for your Case Study. Discuss with your supervisor and FFI the ethical considerations about the advisability and/or responsibility of informing the client of this assignment.

**Research.** Locate and read at least 3 articles from professional literature that are relevant to your work with the client. Bring questions to your supervisor and/or your Field Integrating Meetings about the practice implications of what you learned from the reading.

**Report.** Prepare a written Case Study according to the format outlined below. A significant challenge in this assignment is to coherently and succinctly articulate your practice of social work in a style and tone that is consistent with professional documentation.

**Product:**

**MICRO CASE STUDY**

<b>AGENCY NAME</b>	
<b>WORKER</b>	
<b>CLIENT NAME (PSEUDONYM)</b>	
<b>REASON FOR REFERRAL</b>	
<b>DATE OF REPORT</b>	

- b. **Identifying Information:** Brief description of client (including developmental stage, demographic information, initial presentation of self); referral information (including who, why, and when); and length of involvement with agency, etc., data sources for assessment.
- c. **Biopsychosocio-Cultural & Spiritual Description.** This section is a presentation of a comprehensive Biopsychosocio-cultural/spiritual Assessment of your client.

**PRESENTING PROBLEM**

A. Description of the problem and situation

Initial problem for which you are seeing the client, using the words of the referring party and the client; events or circumstances precipitating the current difficulty; thoughts, feelings or behaviors aroused by the problem(s) and surrounding situation; how has the client coped so far?

B. Problem history

When did the problem(s) emerge—identify previous experiences related to current difficulty; what led to seeking help at this point?

### C. Collaterals involved

Others involved in the problem & type of involvement; others' view of the problem and reactions to client; relationship of collaterals to the client, and how they contributed to the problem or solution

## **BACKGROUND HISTORY**

### A. Biological factors

#### **a. Developmental history**

- i. Current developmental stage*
- ii. Milestones from early life to present (if obtainable)*

#### **b. Medical history**

- i. Birth information, illnesses, immunizations, accidents, surgery, allergies, disabilities, health problems in family, other*

#### **c. Current health status**

- i. Observed height/weight, use of assistive devices*
- ii. Reports of impairments/disabilities*
- iii. Sleep, nutrition, exercise*
- iv. Medications or alternative medicines*
- v. Use/abuse of substances*
- vi. Last check-ups*

### B. Psychological factors

#### **a. Cognitive level and functioning**

- i. Intelligence, intellectual (dis)abilities, educational level/achievement*
- ii. Observed examples of ability to comprehend and process information*

#### **b. Mental health**

- i. Current diagnoses*
  1. When diagnosed by whom; signs/symptoms, client's perception of diagnosis
  2. Treatment if any (ex: therapy, medication, other) & side effects
  3. Client's perception of diagnostic validity & adherence to treatment
  4. Stability/level of functioning
- ii. Previous history*
  1. Hospitalizations, therapy/treatment, medications
  2. Current treatment if any (therapy, medication, other)
  3. Family history

### C. Social factors

#### **a. Family**

Family members and configuration and households; contact, communication, relationships; client perception of familial support; family values and expectations affecting client's situation

Family members' input/perspective on client and his/her situation (if available)

#### **b. Roles: Peers, Occupational, Community**

##### *i. Peers*

Individuals who make up the client's primary relationships beyond the family system; friends, confidantes, sources of support. Nature and frequency of contact. Are relationships sufficient, satisfying, reciprocal? History of close/intimate relationships.

- ii. *Occupational (for minors, the primary occupational role is “student”)*  
Client’s occupational status and the duration of the role(s); prior occupational roles and situations; level of satisfaction and competence derived from those roles; occupational aspirations; involvement with and support received from others within the occupational realm.
- iii. *Community*  
Client’s engagement with the larger social environment; interests, activities, or involvements outside of work and family; knowledge or use of resources in community

D. Cultural factors

Significant aspects (both empowering and difficult) of cultural identity (ex: race, gender, ethnicity, class, first language, immigration status, etc.); migration and/or relocation experiences; impacts of difference, discrimination, or oppression. *Where one grew up* may prove culturally significant in terms of how location(s) intersect with religious, educational, criminal justice, and health care systems, as well as lifestyles and exposures to diversity

E. Spiritual factors

Belief systems shaping world view and the meaning of life; identification of deities and/or other planes of reality (heaven, hell, nirvana, etc.); religious affiliation and/or spiritual practices/observances

- d. **Person-in-Environment. Compose an eco-map of your client. In addition to name, be sure to include ROLE/RELATIONSHIP to your client of each identified system**
- e. **Research/Informed Practice:** All social workers should be motivated for life-long learning about their service. One way to achieve such learning and informed practice is by reading the current literature. Include here an annotated bibliography of 3 articles relevant to your work with this client. Annotated Bibliography is to include:
  - Full citation presented in proper APA format
  - A 1-paragraph summary of key information, paraphrased in student’s own words
  - A 1-paragraph explanation of how the article is relevant to your practice with this client
- f. **Assessment:** equipped with all of the information above, provide a succinct statement (200-500 words) of **your professional judgment** about the client’s **status at the time** you assumed the case. Statement should include an explanation of “what is ‘going on’ with the client” in **broad, thematic terms**. Be sure to comment on the client’s level of social functioning in light of social norms for someone of the given developmental stage and/or diagnostic classification. This judgment should be well-reasoned, with anchors in your knowledge base, including guiding theories. However, DO NOT cite references or identify specific theories in this section. It should be clear to the reader that you have internalized a solid foundation and can apply it appropriately without having to go back to look up the “book knowledge.”
- g. **Identified Problems for Work:** Record the “identified” problems. Who identifies them? Be sure to include client’s view of what are identified as “problems”.

- h. **Identified Strengths and Resources of Client**
- i. **Goals:** Indicate/ differentiate short-term and long-term goals
- j. **Description and Summary of Interventions:** What did YOU do to “help”? What ACTIONS did you do? What roles did you enact in working with and on behalf of the client?
- k. **Methods of Evaluation:** Identify the method(s) you used to evaluate the effectiveness of your practice in this case. What types of data/evidence did you use, and how did you “collect” them? Present your analysis of the data, including any “results” you found. What does the evaluation suggest about your work with this client? (Add rows as appropriate)

INTERVENTION	EVALUATION METHOD	DATA/EVIDENCE COLLECTED	RESULTS

Critical reflection effectiveness of practice (100-200 words on how “YOU THINK YOU DID” to help this client).

**I. Termination**

Reflect on how you ended/are ending your relationship with this client. Considering that "termination begins at engagement".

- Identify some issues or factors that may affect your closure/termination of the working relationship for both the client, and you, as the worker
- Propose some specific activities used to accomplish an appropriate and effective termination, and your rationale for each (i.e. what purpose[s] would/did they serve?)

This section on termination should be no longer than one page. Think in terms of a paragraph on client factors and a paragraph on your (the worker’s) personal reactions.

\_\_\_\_\_  
**Name of Worker (please print)**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Signature of Worker**

\_\_\_\_\_  
**Date**



## Supervisory Conference Report Instructions

### Description/Rationale:

The supervisory relationship is one of your strongest tools for learning in the field practicum. Weekly supervisory meetings are required by the program. You are in charge of attending the meeting prepared with an agenda and keeping track of what is talked about. Over the course of the placement you are asked to submit three Supervision Conference Reports using the form provided. *They are to be signed by your supervisor and mailed, faxed (540-568-7896), or dropped off to your FFI ASAP after your supervision session during the week it is due.* You are strongly encouraged to copy the form and use it to keep track of all weekly supervision meetings as this is a habit that will be required of you in graduate school and for licensure.

### Purpose:

- practice personal reflection, demonstrating a commitment to reflecting on and strengthening those areas deemed necessary for effective professional practice and continued professional development; (1b)
- use supervision and consultation (1f)
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (1c)
- document discussion of learning goals, safety and empowerment process.

### Process:

Meet weekly with your supervisor. Record all sessions you have with her/him. Turn in the most recent notes on dates due. There are a few issues that are very important for you to have discussed in supervision so they are linked to your reports. These issues are meant to supplement, not replace other agenda items you deem important. In your three conference reports, please note that you have discussed the following topics (you may also note that you discussed them in a previous meeting if that was the case).

#### 1<sup>st</sup> conference report:

- After reviewing together the Field Practicum Evaluation of Student Performance, discuss your learning objectives and how you will be evaluated.
- Discuss and document safety precautions, expectations and procedures related to your site

#### 2<sup>nd</sup> conference report

- Discuss your Case Study plan and progress. Be sure to relate this to the empowerment process.

#### 3<sup>rd</sup> conference report

- Plan for termination with clients, coworkers, community, networks and agency

The following is a list of suggested topics that would be recommended for discussion over the semester with your agency supervisor. They are in no particular order and you may add more or not use all of these:

- Code of Ethics
- Difference between personal, professional and client value systems
- Role of generalist practitioner in your practicum setting including responsibilities and limitations
- Social work roles, Problem solving process
- Social work methods and how they transfer to other settings
- Social welfare programs and policies and current issues that affect service delivery and program effectiveness, including social policy analysis

You will want to ask your supervisors' opinion on

- How you are taking initiative
- How you are establishing and maintaining professional relationships
- Your knowledge of and ability to work with diverse populations, which 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. Discuss your understanding of the impact of diversity on individual, group, and community levels and the consequences of these on social and economic justice and explore how that relates to your agency.

**Product:**

**Supervision Conference Report**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

\_\_\_\_\_ (supervisor please initial after report is completed)

This conference was:

\_\_\_\_\_ regularly scheduled; \_\_\_\_\_ initiated by me or \_\_\_\_\_ the supervisor

Please list or attach the agenda as you prepared it- review learning objectives and guidelines before each session:

Summarize the session, identifying specific feedback or suggestions from your supervisor and describe your plans regarding the agenda items as a result of this session.

**Reports will be completed following the 1st supervisory conference in each of the first three months and mailed to your field faculty instructor within 2 days of the conference. You are encouraged to use this form for all your weekly meetings in order to develop a habit that will be required for graduate studies and licensure.**





## **APPENDIX D**

### **INFORMATION AND FORMS FOR SUPERVISORS**



*Dear Supervisor,*

*On behalf of the social work faculty at JMU I want to thank you for volunteering your time and energy for this very important phase in our student's professional development. Your willingness to work with us on the student's behalf is most appreciated.*

*It is my hope that this field manual will provide you with a clear understanding of the expectations we have for the student's learning experiences and of your role as his/her supervisor (please refer to page 6, Agency Supervisor Responsibilities). It is important that you be familiar with the contents of the Field Practicum Manual, especially the information in Appendix E, found only in the field supervisor's copy. These are the accreditation standards our department must meet and we have to ensure that each field practicum agency provides learning experiences that address these expectations.*

*Your support in helping students carry out agency and school responsibilities is important. As the student's supervisor, I would like for you to review all assignments the student completes as part of the field practicum experience. Your evaluation and feedback on these assignments will be invaluable to the student and will provide you with better insights regarding the student's capabilities.*

*It is our expectation that you will establish, as a minimum, weekly supervisory meetings with the student to help maximize the learning that can take place through this process. The student should assume major responsibility for setting the agenda for each of these meetings. Please use this time to help the student identify strengths and weaknesses, learning how to capitalize on the former and correct the latter.*

*You are a very important person in shaping the student's professional development. While it does require extra time and work, I am confident it will be an immensely rewarding experience for you and the student. Your efforts are most appreciated!*

*Sincerely,*

*Cindy Hunter, MSW  
Director of Field Placement*

## **Social Work Department Mission Statement**

**The Social Work Program prepares generalist Social Workers committed to strengthening community life for diverse individuals, families and organizations and promoting social justice through advocacy and action.**

The Department of Social Work is committed to the following:

- Preparing students to work effectively in a broad spectrum of social service agencies by providing an environment geared by addressing poverty, multiple forms of oppression, social injustice, and other human rights violations.
- Preparing students for advanced academic study by providing an environment geared toward achieving academic excellence.
- Being recognized by our students, graduates, field agencies, and the professional community for excellence and integrity in academic programs, advancement of professional knowledge and professional service.
- Being responsive and oriented to the professional, local community and university's service region by providing continuing education opportunities.

## **Educational Objectives/Competencies of the JMU Social Work Program (September 2008)**

### **Educational Objective/Competency 1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection, demonstrating a commitment to reflecting on and strengthening those areas deemed necessary for effective professional practice and continued professional development;
- utilize the various social work roles including enabler/facilitator, mobilizer, broker, advocate and mediator;
- clarify one's role, purpose, and boundaries to develop and maintain helping relationships.
- demonstrate professional demeanor in behavior, appearance, and communication, including professional writing and documentation;
- engage in career-long learning; and
- use supervision and consultation.

## **Educational Objective/Competency 2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- differentiate personal, professional and client value systems;
- recognize and manage personal values in a way that allows professional values to guide practice;
- establish and maintain professional relationships in keeping with the NASW Code of Ethics;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

## **Educational Objective/Competency 3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- use research skills to critically evaluate the extent to which intervention objectives were achieved; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

## **Educational Objective/Competency 4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, national origin, political ideology, race, religion, sex, sexual orientation, and spirituality. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers understand the implications of diversity for social work practice, policy practice and service delivery. Social workers

- recognize the extent to which a culture's structures and value positions (conservative, liberal, libertarian, radical) effect risk and protective factors and may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to reduce the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants as appropriate

## **Educational Objective/Competency 5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers understand the dynamics of differential power relationships in societal structures and incorporate social justice practices in organizations, institutions, and society to ensure that these human rights

are distributed equitably and without prejudice. Social workers understand the role of diversity for social work practice, policy practice and service delivery. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

### **Educational Objective/Competency 6 —Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.

Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- apply research methodology
- use practice experience to inform scientific inquiry
- use research skills to critically evaluate the extent to which intervention objectives were achieved; and
- use research evidence to inform practice.

### **Educational Objective/Competency 7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. They apply knowledge about current societal issues and their impact on development and behavior. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

### **Educational Objective/Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. Social workers know the history, the major value positions (conservative, liberal, libertarian, radical), the role of diversity, current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

### **Educational Objective/Competency 9—Respond to contexts that shape practice.**

Social workers understand the major events in the history of social welfare as they have impacted on social welfare institutions and their ability to address societal needs. They are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Objective/Competency 10 —Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Objective/Competency 10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.
- critically reflect on own position and how it affects the relationship and change process

**Educational Objective/Competency 10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-upon helping actions to be undertaken (i.e.. plan, policy, strategy or program); and
- select appropriate intervention strategies.

**Educational Objective/Competency 10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Objective/Competency 10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

**BSW Degree Requirements**

The minimum requirement for the Bachelor of Social Work degree is completion of the General Education requirements, 42 semester hours of core social work courses plus elective hours, 6 semester hours of which must be in social work for a minimum total of 120 credit hours. The Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE) guides curriculum for the BSW Program. A copy of the policy is included for your review.

## **Required Social Work Courses** (All courses are for 3 credit hours unless otherwise noted)

The minimum requirement is 42 semester hours of core social work courses plus 6 semester hours of social work electives. The following sequence of required social work courses is presented as a model as you pursue your BSW.

Level I	SOWK 287 Introduction to Social Work SOWK 288 Social Welfare
Level II	SOWK 305 Social Work Research Methods SOWK 317 Generalist Skills for Social Work SOWK 320 Human Behavior in the Social Environment SOWK 335 Social Policy
Level III	SOWK 465 Social Work Practice in Mezzo-Systems SOWK 466 Social Work Practice in Micro-Systems SOWK 467 Social Work Practice in Macro-Systems
Level IV	SOWK 481 Social Work Field Practicum I SOWK 482 Social Work Practicum II SOWK 494 Senior Seminar

## **Social Work Course Descriptions**

### **SOWK 287 Introduction to Social Work**

An overview of the development of social work as a profession with emphasis upon various settings in which social work is practiced. The focus will be on practical experiences designed to enable the student to gain familiarity with the dynamics of the profession. *Corequisite: 20 hours community service-learning.*

### **SOWK 288 Social Welfare**

The analysis of basic human needs, problems, and resources in society (America and other selected countries). The study of the development of social welfare as an institution in society. The examination of current issues in the social welfare services.

### **SOWK 305 Social Work Research Methods**

Study of quantitative and qualitative methods in social work. Explanation of logic of scientific procedure. Formulation and design of social work research, including observation, questionnaires, interviews, use of existing sources, experiments, indirect techniques, evaluation research, analysis and interpretation of data. Publication and dissemination of results of social work research. *Prerequisite: MTH 220 or SOCI 231.*

### **SOWK 317 Generalist Skills for Social Work**

Self-awareness, analysis of worker and client value systems and an understanding of intervention are applied practically to aid students in developing skills in communication and interviewing within a strengths-based generalist framework with individuals, families, groups, and communities.

### **SOWK 320 Human Behavior in the Social Environment**

Integration and expansion of prerequisite knowledge foundations in the biological, psychological, and socio-cultural sciences as they apply to individuals, groups, families, organizations, and communities. Particular attention will be paid to minorities of color, women, sexual orientation, and cultural diversity in a pluralistic society. Prerequisites: SOCI 101/ GSOCI 110; SOCI 214/ PSYC 250; GPSYC 101; GPSYC 160; and GANTH 195/SOCI 336/SOCI 354



**SOWK 335 Social Policy**

Study of the formulation and consequences of social policy in the context of contemporary social, political, and economic conditions. Skill development in policy analysis, critique and change. *Prerequisites: SOWK 288, and POSC 302 or GPOSC 225.*

**SOWK 465 Social Work Practice in Mezzo Systems**

Application of social work values, knowledge and methods with families and small groups is emphasized. Assessment, planning intervention strategies, resource utilization, and evaluation are examined. Role play and group processing are utilized. *Prerequisites: SOWK 305, 317, 320, 335 and admission to the Social Work Program. Corequisites: SOWK 466 and SOWK 467.*

**SOWK 466 Social Work Practice in Micro-Systems**

Application of social work values, knowledge and methods with individuals within the family context is emphasized. Case assessment, planning intervention strategies, resource utilization and evaluation are examined. Role play and videotaping are utilized. *Prerequisites: SOWK 305, 317, 320, 335 and admission to the Social Work Program. Corequisites: SOWK 465 and SOWK 467.*

**SOWK 467 Social Work Practice in Macro-Systems**

Social work skill development and practice in the application of knowledge, skills and methods to the macro-systems of professional practice, including neighborhoods, communities and organizations. *Prerequisites: SOWK 305, 317, 320, 335 and admission to the Social Work Program. Corequisites: SOWK 465 and SOWK 466.*

**SOWK 481 Social Work Field Practicum I (Block Plan) 6 credits**

Offers students an opportunity to gain a broad knowledge of the basic functions, services and roles of the agency as related to actual social work practice, as well as a specific knowledge of practical intervention skills necessary to carry on effective social work practice. The field experience is the application of knowledge and skill components drawn from previous courses. *Prerequisite: Admission to the field practicum. Social Work majors only. Senior standing.*

**SOWK 482 Social Work Field Practicum II (Block Plan) 6 credits**

Offers the student an opportunity to build upon previous field experience by having more responsibility and tasks designed to expand their practice skills in social work. *Prerequisite: SOWK 481. Social Work majors only.*

**SOWK 494 Senior Seminar In Social Work**

The integration of the classroom and field practicum experience the student has had during the undergraduate years into a synthesis that will provide a firm foundation upon which to begin professional social work practice. Senior outcome assessment is integral to this course. *Corequisite: Field practicum. Social Work majors only.*

**Elective Courses** (All courses are for three (3) credit hours unless otherwise noted).

**SOWK 301 WORKSHOPS in SOCIAL WORK (1-3 credits)**

Detailed study of a topic of interest in social work. May be repeated for credit.

**SOWK/HTH/HHS/NSG 314 Rural Health: An Interdisciplinary Approach**

Students study, observe and participate in interdisciplinary assessment, planning and delivery of community-based primary health care in partnership with residents and agencies of a host rural county. Learning activities will empathize rural culture, rural health care and interdisciplinary practice.

**SOWK/SOCI/JUST 330 Corrections**

The history, philosophy, policies, and problems of the treatment of violators by the police, courts, and correctional institutions.

**SOWK 332 Community Mental Health Practice**

Provides a basis for understanding mental health policy and services. Focus is on the needs of the deinstitutionalized mentally ill patient, including psychosocial treatment and case management services. Outpatient services for the general public are also covered. Course contains a service component.

**SOWK 338 Issues and Policies in Family Services**

Examination of historical and philosophical approaches to family policy. Evolution of family-related social policies in the United States is contrasted with those of selected foreign countries with the view toward a national family policy.

**SOWK 340 Violence in Families**

Examination of violence in the family, including spouse, sibling, elder and child abuse. Studies the social and cultural patterns and etiology of family violence. Examines programs and services for the abused and the abuser including shelters, support systems and counseling.

**SOWK 342 Child Welfare Services**

Study of the basic child welfare services--daycare, homemakers, services to unwed parents, protective, foster care and adoption services--and the principle income maintenance programs as they affect children and their families. Analysis of legal framework and court services and such current issues as guardianship, educational and protective services.

**SOWK/SOCI 348 Introduction to Developing Societies**

This course examines economic development and social and political changes in developing countries. The historical experiences of developing societies will be analyzed within the context of the global system and from the perspective of competing and complementary theoretical perspectives.

**SOWK 350 Social Work Policies and Practices: A European Perspective**

The study of the formulation and consequences of social policy and methods of social work practice in a selected European country within the context of contemporary social, political, cultural, and economic conditions. Comparisons and linkages will be made with current U. S. social policies and social work practices. Students will work with both U.S. and European social work faculty. *Prerequisite: SOWK 288 or permission of the instructor.*

**SOWK 372 Social Work Practice with the Aged**

An examination of America's response to aged Americans from a historical and current perspective. Social problems and social work skills will be examined in light of individual, group and community needs and those affected by social policies.

**SOWK/FAM/GERN/NPS 375 Grant Writing for Agencies**

Emphasizing active learning, this course teaches the basics of grant and proposal writing. Efficient research, persuasive prose and the importance of relationships are stressed. Private and corporate philanthropy are examined with guest speakers providing current insights. Student research, write and complete a funding proposal.

**SOWK/FAM 386 Youth Empowerment Strategies**

Students learn to use group activities that include the creative arts, low ropes and self-discovery in youth empowerment. The goal is to help youth build life skills and make informed decisions. Prior to beginning work with youth, students complete 25 hours of training.

**SOWK 387 Working with Teenagers**

Survey of physical, psychological and social theories of adolescent development. Examination of service delivery issues in working with teenagers. Investigation of topical areas of particular relevance to work with adolescents, including sexuality, abuse and neglect, runaways, depression and suicide, and substance abuse.

**SOWK 442 Social Work in Health Care**

The impact of illness and disability on the person, the family, and the community is studied. The social responses currently provided and those being developed are emphasized. Explores psychosocial assessment methods; prevention, crisis intervention and rehabilitation strategies; and interdisciplinary teamwork in health care.

**SOWK 487 Special Topics in Social Work**

Examination of selected topics of social work practice that are of current importance in the social work profession. Course may be repeated for credit.

**SOWK 490 Special Studies in Social Work**

This course is restricted to majors in social work. The course provides capable students an opportunity to do independent studies under faculty supervision. Course may be repeated for credit. Prerequisite:

Recommendation of the instructor and permission of the Academic Unit Head.

**SOWK 499 Honors** 6 credits. Year course.

Independent research topic initiated and completed by qualified second semester junior social work majors.

Social work majors may also use the following interdisciplinary Health and Human Services course as social work electives:

**HHS 220 Adult Health and Development Program**

In this academic course and outreach program to adults 55+ in the surrounding community, JMU students are trained to work 1:1 with older adults, to apply aging and intergenerational theory and to critically analyze the outcomes from their interactions.

**HHS 320 Adult Health and Development Program Leadership**

Both an academic course and an outreach program to adults 55+ in the surrounding community, this course offers JMU students who have previously participated in the program the opportunity to become Senior Staff who provide program leadership, oversight and implementation to the program. *Prerequisite: Permission of the instructor and completion of one semester of AHDP.*

**HHS 391 Introduction to Informatics for Health Care Professionals** (1 credit)

A multidisciplinary introduction to informatics in health care, focusing on technology, data, information and knowledge, and their applications in health care. Emerging trends and issues are examined.

**HHS 415. Ethical Decision-Making in Healthcare: An Interprofessional Approach.**

1 credit. *Offered fall and spring*

Health care ethics is a shared, relevant concern among health and human service disciplines and is an ideal vehicle for students from different fields to learn about one another's disciplines and to participate in inter-professional team analysis, discussion, and problem solving. We have designed an integrated cross-disciplinary learning experience for students interested in the complex, real-world dilemmas encountered in practice. The readings and activities will emphasize ethical, legal, moral and spiritual issues and principles for practice within the context of communicating in inter-professional teams

## SOCIAL WORK ROLES (Revised December 2014)

Social workers take on a variety of intervention roles, eight of which are identified here. These roles are utilized in conjunction with change models, strategies and /or techniques and with systems of any size – individual, family group, and community. Recognition of and respect for differences is an important aspect in all of the roles.

- Broker** Linking client systems to community resources to accomplish specified objectives/goals. Providing information about resource options, making appropriate referrals, and facilitating connections requires that the worker have a broad knowledge of community resources as well as knowledge of the operating procedures of resources so effective connections can be made. Workers follow up to evaluate their efforts.
- Enabler** **Encourages action by** assisting client systems (individual, families and small groups) in finding and using coping strengths and resources within themselves and/or their environments to produce changes necessary for accomplishing objectives/goals. Requires that worker build trust; promote participation/teamwork; address issues of power; consult with individual and family client systems to improve social functioning by modifying behaviors, relationship patterns, and social and physical environments.
- Facilitator** Enhancing group processes and linkages to encourage change efforts. By facilitating group processes, social workers encourage competent group functioning, stimulate intragroup support, observe group interaction, offer constructive feedback, and share information about group dynamics
- Educator/  
Teacher** Formal and informal sharing and providing information (not giving advice), teaching and training to equip client systems to engage in informed decision-making, and gain skills to more effectively confront current and future challenges or prevent other difficulties from emerging.
- Mediator** Working to bridge differences, find common ground, and build alliances that demonstrate recognition of and respect for difference among client systems. Neutral role involving the sharing of information, offering alternative perspectives, negotiating differences, and resolving conflicts. Avoiding situations in which issues of winning and losing are paramount.
- Advocate** Acting as an intermediary and speak for the rights of client systems to accomplish agreed-upon objectives/goals. Not a neutral role. An advocate, working on behalf of a case or a cause will argue, debate, negotiate, manipulate the environment on behalf of the client system and/or speak against policies, practices, and social arrangements that encourage social injustice and inequality. Advocacy is ideally done in partnership with clients, especially those who historically have been excluded from decision-making processes.
- Mobilizer/  
Convener** Assembling and energizing existing groups, resources, organizations, and structures, or create new groups, organizations, or resources and bring them to bear on problems that exist or to prevent problems from developing. Conveners promote interagency discussion and planning, mobilize coordinated networks for effective service delivery, and advocate policies that promise equitable funding and just service provisions. As conveners, social workers use networking strategies to bring together diverse representatives to address collective goals such as the examples of community task groups, interagency committees

**Researcher/  
Scholar**

Social workers contribute to the profession by conducting their own empirical research and sharing their findings with colleagues. Professionals also critically examine the social work literature to integrate research findings with their practice. Social workers contribute to and draw on research related to human behavior and the social environment, service delivery, social welfare policy, and intervention methods.

Source:

Adapted from Compton, B. R., Galloway, B. & Cournoyer, B. R. (2005). *Social work processes* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Finn, J. L. & Jacobson, M. (2008). *Just practice: A social justice approach to social work*. (2<sup>nd</sup> ed.) Peosta, Iowa: eddie bowers publishing co., inc.

Miley, K. K., O'Melia, M.. & DuBois, B. (2011). *Generalist social work practice: An empowering approach*. (updated 6<sup>th</sup> ed.) Boston, MA: Allyn & Bacon.

**Problem-Solving Process (Revised July 2006)**  
Department of Social Work - James Madison University

Problem-solving is one of the “hows” of social work practice providing a way of organizing and applying knowledge, values, and skills. It is germane to generalist social work practice and is applicable along the micro-macro continuum. It gives direction to the “doing something about” concerns of social workers. Although we talk of the problem-solving process as occurring in six stages (explained below), we recognize that problem-solving is not linear but is more aptly described as a spiral process. That is, assessment is on-going and often begins before engagement is complete, and intervention may be initiated prior to the conclusion of assessment. The problem-solving process is seen as a joint endeavor between social workers and clients. Below is a framework modified by the JMU-BSW faculty.

**Engagement** Seek to develop rapport. Initial data collection and problem definition; agree upon a beginning contract. Consider client motivation or resistance to becoming involved in problem-solving. Requires the social worker to be open and curious; enter world of the client to develop working relationship; and critically reflect on own position and how it effects relationship and change process

**Assessment** Information exchange. On-going, teaching-learning and study process; involves professional judgment; statement of the problem; assessment of individual, family, group, organization, or community; situational/environmental analysis; integrative analysis and evaluation of case or program. Way in which assessment is done (strengths/deficit, person/environment) affects the outcome of the relationship.

**Planning** Design of action done **with** client's input. Concerned with moving from problem definition to problem solution; from knowing what is wrong to knowing about what is to be done, for what ends, how and when, and with whom. Visioning, goal setting, creation of alternatives and evaluation of their feasibility. Formulation of a plan of action though which certain objectives and tasks can be accomplished. Arrive at consensus about the helping actions to be undertaken (plan, policy, strategy, program, etc.). Takes into account client strengths.

**Intervention** Involves ongoing animating, facilitating, awakening the spirit and sense of possibility. Process of implementing the selected plan(s); accomplishing the objectives and tasks, meeting needs, resolving problems and sustaining momentum. Helping with internal resources; influencing and improving the social welfare system; managing and working in interventive systems. Action is informed by reflection. Requires on-going search for one's own competence (social worker's and the clients').

**Evaluation** Ongoing monitoring process of the work or intervention; accountability; periodic observation and feedback in checking and reviewing the progress that is being made; a regulatory activity. Systematic examination of the process and outcomes. Collaborative- done **with**, not **to** others.

**Termination** Begins at the beginning with the contract. Mutual evaluation and review of progress. Building support systems; stabilizing change; Ends relationship as it is and takes future into account.

**Celebration** Commemorate big and small successes. Brings joy and honor to people's work.

Adapted from: Finn, J.L. and Jacobson, M. (2003). *Just practice: A social justice approach to social work*. Peosta, Iowa: eddie bowers  
Siporin, M. (1975). *Introduction to social work practice*. New York: Macmillan Publishing Co.

SAMPLE  
**Memorandum of Agreement**  
**between**  
**James Madison University**  
**and**  
**Agency**  
address

**Purpose:**

This Memorandum establishes an agreement between James Madison University (hereinafter University) and agency name (hereinafter Agency), regarding cooperation and implementation of the University's Department of Social Work Field Instruction Program. Since no financial obligation between the University and the Agency is involved, this agreement is focused on the activities and responsibilities of both parties.

**General Agreements:**

By signing the agreement, both the University and the Agency commit to cooperative efforts, as described below, in provision of Field Instruction for students of the University.

Both parties agree that the Agency retains ultimate responsibility for the standards and delivery of client services, and that the University retains ultimate responsibility for planning and conducting the social work field instruction. Therefore, the agency has the right, in consultation with the Department of Social Work's Director of Field Placement, to terminate a student's field instruction experience if it is deemed that the student's behavior is seen as a detriment to clients being served, the functioning of the agency or general lack of competence.

This agreement becomes effective when all parties have signed and remains in force for a period of one year, and renews itself annually unless either the University or the Agency indicates a need for review or change. Minor adjustments may be agreed upon by letter, which should then be attached to each copy of this document.

**The University agrees to:**

1. seek and consider the perceptions and recommendations of the Agency in matters concerning its field instruction program.
2. take responsibility for decisions regarding appointment of agency-nominated staff members as field practicum supervisors.
3. carry final responsibility for the administration of the field instruction program, including decisions that affect the progress of the student, such as grades, credits, and field instruction hours in the Agency.
4. assume responsibility for the selection of students to be placed in the Agency.
5. provide the Agency with written information concerning students selected for placement in the Agency.
6. provide consultation to the executive, field supervisor(s), and other appropriate staff of the Agency in the general development of its field instruction program, including a copy of the Field Practicum Manual.
7. provide a designated member of the faculty to serve as the Faculty Field Instructor to the Agency in matters pertaining to field instruction.

8. provide opportunities for professional development of the field supervisor(s) and other appropriate members of the Agency staff through meetings, institutes, and seminars.

**The Faculty Field Instructor will:**

- a. serve as principal link between the Department of Social Work and the Agency.
- b. make periodic visits to the Agency to review student progress and consult with the field supervisor on learning patterns or problems.
- c. be available to the field supervisor for consultation when requested; or provide a substitute if not available.
- d. share with the field instructor knowledge of the social work educational program and pertinent information about student progress in other areas of the curriculum, as appropriate.

**The Agency agrees to:**

1. accept students for practicum in the Agency, the exact number to be negotiated by the Agency and Director of Field Placement.
2. accept the standard that the Department of Social Work does not discriminate on the basis of race, color, creed, gender, ethnic or national origin, handicap, age, or political or sexual orientation in the assignment of students to the agency.
3. accept the guiding principle that an Agency selected for field instruction should provide an educationally sound field instruction practica.
4. accept the student as a participant in the overall Agency program and activities, as appropriate.
5. accept and help to implement the objective of the Department of Social Work that field instruction should provide opportunities to reinforce learning from all areas of the program curriculum.
6. provide qualified field instruction for the student by the nomination and designation of those persons who will serve as field supervisors, subject to evaluation and approval of the Director of Field Placement.
7. assure that each field supervisor had adequate time within his / her work schedule to:
  - a. meet the educational needs of the student, including orientation to the Agency and its services; develop learning opportunities that include depth and variety; and regularly schedule individual conferences with the student.
  - b. meet with the faculty field instructor at periodic intervals to discuss learning opportunities and performance.
  - c. attend appropriate department-sponsored meetings, institutes, and seminars.
  - d. prepare reports and evaluations as required by the department and described in the Field Practicum Manual.
8. Provide opportunity for planned student contact with Agency staff members, in addition to the field supervisor(s), through whom appropriate learning opportunities can be provided.
9. Permit use of its facilities, as indicated, by students during the period of the practica, including
  - a. attempting to supply sufficient space for students with sufficient privacy for carrying out his / her work and activity.



- b. space, on a regular or as needed basis, in which privacy can be assured for interviews and conferences.
  - c. convenient access to a telephone.
  - d. limited office supplies, as the Agency is able to provide, that are necessary in the performance of responsibilities.
  - e. access to client and agency records appropriate to his / her planned learning experience.
10. Insure that the faculty field instructor is advised of policy and service changes and developments for possible inclusion in the Department of Social Work curriculum.
11. Cooperate with the Department of Social Work in relation to making use of Agency materials in classroom discussions and assignments, with the understanding that the department requires the student to obtain permission of the agency field supervisor for outside use of Agency materials; that records must never be removed from the Agency; and that all case material used for field or class assignments must be adequately disguised to protect the confidentiality of those involved.
12. Deal with all student travel on behalf of the agency or clients in the following manner (please check or fill in as appropriate):
- \_\_\_ Use of agency vehicle; the student is covered by agency automobile liability coverage when driving the agency vehicle.
  - \_\_\_ Reimbursement for use of his / her private vehicle at the minimum rate of \_\_\_ per mile, the mileage rate to be adjusted to the prevailing agency rate in case of its increase.
  - \_\_\_ Payment of an agreed upon amount of \_\_\_ per \_\_\_ to cover this expense.
  - \_\_\_ Other as described below:
13. The Risk Management Plan of the Commonwealth of Virginia provides liability coverage to students when they are required by the curriculum to participate in supervised and graded practica including the University's Department of Social Work Field Instruction Program. Student responsibilities are outlined in the Field Practicum Manual.

**James Madison University**

**Agency – agency name**

\_\_\_\_\_  
 John Knight  
 Assistant Vice President of Finance

\_\_\_\_\_  
 Director name  
 Agency Director

Date: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
 Cynthia Hunter  
 Director of Field Placement

\_\_\_\_\_  
 Lisa McGuire  
 Head, Department of Social Work

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**This Memorandum of Agreement has been approved by the office of the Virginia Attorney General**