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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
WHAT IS THE FIELD PRACTICUM AND ITS GOALS?

The major goal of the field practicum is the integration of academic learning with beginning 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 beginning 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 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.
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.

WHO IS 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. Conduct educational and information exchange sessions for agency directors and supervisors.

c. Regularly evaluate the nature of the learning experiences agencies provide the student.

d. 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 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 on 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. 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.

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.
WHAT ARE YOUR 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.

HOW ARE GRADES DETERMINED?

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, 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.

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. Prior to the evaluation conference with your supervisor, complete a self-evaluation and bring it with you when you meet with your supervisor. The formal evaluation, which both of you signs, should be placed in an envelope, signed across the back flap and forwarded to your FFI.
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.

FIELD PLACEMENT DISRUPTIONS (draft Jan. 2014)

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. Field placement disruptions occur when a student’s placement ends for an unexpected or unplanned reason. Students experiencing difficulties in field practicum have the responsibility to be in communication with their agency supervisor and 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 field director. 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 for termination of 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. If the disruption is a result of the agency's shortcomings, every effort will be made to find an alternate placement in which the student can complete the field practicum requirements.

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 student up to speed in the new agency.

Failure of the Student to pass SOWK 481 and 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
- withdraw from SOWK 495 Senior Capstone as it is concurrent with SOWK 481/2
- review JMU grade review process
- In the case of a grade review, entry into second block and enrollment in SOWK 494 is suspended.

Failure of the Student to Meet Program Requirements

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). Should there be doubt as to whether the student is meeting the expectations of the program; the following steps should be followed with the goal of resolving problems in field placement.

The field supervisor(s) should talk with the student about concerns and problems concerning the field placement with guidelines for improvement. The faculty field instructor should be informed of this communication.

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 Instruction as needed. 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. Failure to accomplish the identified action steps could result in removal from the field placement or a failing grade in the course.

Removal from the Field Practicum

The field director has ultimate responsibility for decisions related to the student's placement. At any point in the field placement, the field supervisor or faculty field instructor can request immediate removal of the student from the fieldwork site. The faculty field instructor or the field supervisor can request immediate removal of the student should they deem that by continuing in the placement, the student seriously places at risk the quality of services delivered to clients and/or the reputation of the agency. The field director should be contacted immediately whenever there is cause for concern.
Removal of a student from the field placement occurs when there is failure to follow and meet the academic requirements, or the ethical and behavior guidelines set by the Social Work Program (Social Work Handbook, pp. 12-13) including, but not limited to:

- Inability of the student to adapt to the practice context of the agency and/or community
- Failure to adhere to practicum agency policies and professional standards
- Chronic absence, lack of punctuality and/or failure of student to notify the field instructor of a planned or unplanned absence
- Unethical behavior related to boundary issues, confidentiality, respect for self-determination of the client, and other breaches of the NASW Code of Ethics
  - Hostile or resistant attitude toward learning or supervision
  - Inability to carry out assignments in field in a satisfactory manner
- Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning. [NASW Code 4.05]
- Lack of respect toward clients related to issues of age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation
  - Substance abuse
  - Felony conviction

In addition, students are expected to adhere to the National Association of Social Workers (NASW) Code of Ethics at all times (http://www.socialworkers.org/pubs/code/code.asp). The Code of Ethics can be utilized for making decisions about whether students have exhibited unethical/unacceptable behavior. Ethical behaviors as designated by the Code of Ethics are part of the requirements and standards for the social work field instruction program. Students are also expected to follow agency policies and procedures, and to otherwise conduct themselves in a professional manner at all times.

**Process of Removal:**

A request for removal from the field placement can be initiated by the agency or program or student.

The party initiating the request gives notification to the field director, documenting the issues or concerns.

The field director 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 termination 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 and director of field placement will work out a suitable process, so that the termination is accomplished as soon as feasible, allowing time for closure, attention to continuity of services, and administrative arrangements.

**Grades**

Students terminated from field will receive a failing grade in the course.

*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,

- withdraw SOWK 495 Senior Professional Capstone as it is concurrent with SOWK 481/2

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

- withdraw SOWK 495 Senior Professional Capstone as it is concurrent with SOWK 481/2

**Removal from Field Practicum and The Social Work Program**

If a student is removed from the field practicum because of failure to meet the academic, ethical and behavioral guidelines of the program, the student is also terminated from the social work program.

**Appeal Process**

The student may petition to continue in the social work program in writing. In this petition, the student must address point by point the issues outlined in the notification of removal from field practicum. The petition must be submitted in writing within 15 calendar days to the Academic Unit Head. The AUH will consult with a committee composed of representatives from the social work faculty. The Dean of the College in which the Social Work Program is located will be informed of the decision.

If the request for continuation is approved, the student will be notified in writing by the AUH, with terms for continuation delineated with applicable deadlines. If accepted for continuance in the program, the student must reapply to the field practicum and repeat the practicum within two semesters.

If the student is not in agreement with the decision, he/she may appeal to the Dean of the College in which the Social Work Program resides. The student will be notified of the Dean’s decision. The Dean’s decision will be final. Students terminated from the program are not eligible for reapplication to the Social Work Program.

**Returning to Field after a Disruption**

If a student experiences a disruption in the field placement for any reason, he or she is required to submit a letter to the Field Director requesting a return to Field Placement. This letter should address all points in the letter of removal/field evaluation, any steps taken regarding terms for continuation in the program (with documentation) 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 four weeks prior to the posted start date of field instruction for the term.

The student’s action plan will be reviewed and approved by the field director. 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


APPENDIX A

SOCIAL WORK FIELD PRACTICUM SYLLABI
Course Description
SOWK 481- Field practicum 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 effective social work practice. The field experience is the application knowledge and skill components drawn from previous course.  Prerequisites: Admission to the field practicum.  Social Work majors only.  Senior Standing.

SOWK 482- 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 emphasizes application of 10 social work competency areas, demonstrating social work knowledge, values, and skills from previous academic courses in an agency setting. For two- eight weeks, four days per week, the students work 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.

Learning Objectives

<table>
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<tr>
<th>1. Identify as a professional social worker and conduct oneself accordingly.</th>
<th>Measured by</th>
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<tr>
<td>• Advocate for client access to the services of social work;</td>
<td>E</td>
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<tr>
<td>• Practice personal reflection, demonstrating a commitment to reflecting on and strengthening those areas deemed necessary for effective professional practice and continued professional development;</td>
<td>J, E</td>
</tr>
<tr>
<td>• Utilize the various social work roles including enabler/facilitator, mobilizer, broker, advocate and mediator;</td>
<td>CS</td>
</tr>
<tr>
<td>• Clarify one’s role, purpose and boundaries to develop and maintain helping relationships.</td>
<td>E, FIM</td>
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<tr>
<td>• Demonstrate professional demeanor in behavior, appearance, and communication, including professional writing and documentation;</td>
<td>E</td>
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</tbody>
</table>
- Demonstrate commitment for career-long learning; and? What does this look like? FIM, E

- Use supervision and consultation. E, SCR

### 2. Apply social work ethical principles to guide professional practice

- Differentiate personal, professional and client value systems; FIM, E

- Recognize and manage personal values in a way that allows professional values to guide practice; FIM, E

- Establishing and maintain professional relationships in keeping with the NASW Code of ethics; E, FIM

- 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; FIM, E

- Tolerate ambiguity in resolving ethical conflicts. FIM, E

### 3. Apply critical thinking to inform and communicate professional judgments

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; CAS, CS, E

- Use research skills to critically evaluate the extent to which intervention objectives were achieved; and CS

- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. E

### 4. Engage diversity and difference in practice

- Gain sufficient self-awareness to reduce the influence of personal biases and values in working with diverse groups; FIM, E8

- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and CS, E, CAS, FIM

- View themselves as learners and engage those with whom they work as informants as appropriate. J, FIM, E

### 5. Advance human rights and social and economic justice
- Understand the forms and mechanisms of oppression and discrimination

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<tr>
<th>6. Engage in research-informed practice and practice-informed research</th>
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<tr>
<td>- Use research skills to critically evaluate the extent to which intervention objectives were achieved; and</td>
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<tr>
<td>- Use research evidence to inform practice.</td>
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<th>7. Apply knowledge of human behavior and the social environment.</th>
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<tr>
<td>- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and strengthen on macro;</td>
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<td>- Critique and apply knowledge to understand person and environment.</td>
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<th>8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</th>
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<tr>
<td>- Analyze agency policies that advance social-well being</td>
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<th>9. Respond to contexts that shape practice</th>
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<td>- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</td>
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<td>- Provide leadership in promoting sustainable changes in services delivery and practice to improve the quality of social services</td>
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<tr>
<th>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</th>
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<tr>
<td>- 10(a)-Engagement</td>
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<tr>
<td>Social workers</td>
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<tr>
<td>o Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</td>
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<tr>
<td>o Use empathy and other interpersonal skills;</td>
</tr>
<tr>
<td>o Develop a mutually agreed-on focus of work and desired outcomes; and</td>
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<td>o Critically reflect on own position and how it affects the relationship and change process not explicit in assignment- add</td>
</tr>
</tbody>
</table>

16
to case study or journal.

- **10(b)-Assessment**
  Social workers
  
  o Collect, organize, and interpret client data; CS, E
  o Assess client strengths and limitations CS, E
  o Develop mutually agreed-upon helping actions to be undertaken (i.e. plan, policy, strategy or program); and CS, E
  o Select appropriate intervention strategies. CS, E

- **10(c)-Intervention**
  Social workers
  
  o Initiate actions to achieve organizational goals; E
  o Implement prevention interventions that enhance client capacities; CS, E
  o Help clients resolve problems; CS, E
  o Negotiate, mediate, and advocate for clients; and CS, E
  o Facilitate transitions and endings. CS, E

- **10(d)-Evaluation**
  Social workers
  
  o Critically analyze, monitor, and evaluate interventions. CS, E

**KEY for Measurement tools:** Journal, Community Agency Study, Field Integrating Meeting, Case Studies/presentations, Supervisory Conference Report/supervision, Evaluation of Student Performance

**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.

**Textbooks**
It is assumed at this level that you will utilize all of your social work textbooks as references 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 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.

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 (Appendix C for guidelines)
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.
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.

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 resolution in expulsion from the university. Use the form provided in the forms section of this manual for tracking your hours.

Grading

The final grade for SOWK 481 and SOWK 482 will be assigned by the FFI. Grades are based on your level of performance as assessed by your agency supervisor on the "Field Practicum Evaluation of Student Performance" as interpreted by the field faculty instructor. This constitutes 60% of your grade. All written assignments, including the promptness and quality of your Community-Agency Study, journals, Supervisory Conference Reports, Field Integrating Seminar assignments and attendance constitute 40% of your final grade. Poorly done assignments or tardiness will have a negative impact on an otherwise exemplary performance.

The "Field Practicum Evaluation of Student Performance" (Appendix D) identifies competencies and a set of professional work habits expected of beginning professional practitioners, each having behavioral anchors as an assessment guide. While there may be skills or activities that your agency setting will not provide (and thus not evaluated), it is important to note that there are several activities in which you are expected to take the initiative in demonstrating competence or mastery. These are marked with an asterisk.*. Your final grade will, in large part, be influenced by the consistent level of your performance in each of these areas as evaluated by you, your agency supervisor, and FFI.

Failure to achieve a minimum grade of “C/2.0” in SOWK 481 will result in the student not being able to enter SOWK 482. Failure to achieve a minimum grade of “C/2.0” in SOWK 482 will result in the student having to repeat the semester-long field practicum within the next two semesters. As with other social work courses; the Field Practicum may only be repeated one time.

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Given the high expectation of our program, we expect students to score consistently in the 3-4 range in each of the competencies. A score of 5 represents an exceptional level of performance, equal to that of a BSW professional practitioner.

If an "I" is awarded based on an incomplete assignment, the student may not enter Field Practicum II until the assignment has been completed and evaluated. If the total 236 hours are not completed in SOWK 481, an incomplete will be given until the hours are complete.

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.

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 these courses. A course may be repeated only once in order to continue in the major.

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]

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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.
**Professionalism, Classroom Etiquette and Participation:** Demonstration of standards appropriate to the social work profession is considered to be a normal part of the course requirements. In addition 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
- Attendance
- Follow Through/Dependability
- Meeting of Deadlines
- Handling of stress
- Using humor appropriately
- Assumption of responsibility for actions
- Flexibility
- Work organization
- Effective use of written feedback
- Effective use of verbal feedback

**Honor Code- Field Specific**
By accepting admission to JMU, you make a commitment to understand, support, and abide by the University’s honor system without compromise or exception. This class will be conducted in strict observance of the JMU Honor System. Please refer to the JMU Handbook or to [http://www.jmu.edu/honor](http://www.jmu.edu/honor) for specific details. Credits from this course may not be “double counted” as field/internship experiences in other majors or minors.

**Policy for Students with Disabilities- Field specific**
It is the policy of the Social Work Department to accommodate students with disabilities, pursuant to University policy and federal and state law. In order to receive consideration for requests for modifications or adjustments related to field placement activities, site accommodations, assignments, etc., students must submit documentation and be registered with the JMU Office of Disability Services. Note that activities and requirements of field placement are often distinctly different from classroom learning and will likely require a review to determine appropriate and reasonable accommodations. Any student who needs accommodation should inform the field director at the time of applying to the field program.

**See [http://www.jmu.edu/syllabus](http://www.jmu.edu/syllabus) for information on the following course polices:**
- Attendance Policy
- Academic Honesty/Honor Council Statement
- Adding/Dropping Courses Policy
- Disability Accommodations
- Inclement Weather Policy
- Religious Observation Accommodations
APPENDIX B

STUDENT INFORMATION AND FORMS
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.

Policy for Students in agencies where they are employed

If the student completes the field practicum in the agency where he/she is employed, 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.

Safety In field

Your safety is of utmost importance. In addition to precautions discussed in pre-field seminar, classes and in your agency, please refer to the NASW Safety Standards.

In case of injury in field:
1. Report to agency supervisor and file incident/accident report
2. Report to personal medical doctor or university health center and obtain medical report
3. Report to Faculty Field instructor who will inform the Field Director
GUIDELINES FOR AGENCY PREPLACEMENT 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?
SEXUAL HARASSMENT POLICY

Sexual harassment is an issue that may confront you as a student on campus or in your field practicum. It may also occur in the future, in your role as an employee, a colleague or social worker with your own clients. Therefore, it is important for you to know what it is and what to do about it. Sexual harassment is not just a female issue but a social power issue. The key factor is that the sexual gesture is unwanted, uninvited and unsolicited. Examples of harassment are:

- sexually suggestive looks or gestures
- deliberate unwanted touching
- sexual teasing, jokes, remarks or questions
- letters, phone calls or materials of a sexual nature
- pressure for sexual favors

Potential harassers:
- teachers
- supervisors
- employers
- co-workers
- professionals with their clients

The Equal Employment Opportunity Commission defines sexual harassment as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to the conduct is made a condition of admission or employment of applicant;
2. submission to or rejection of the conduct is made the basis for a personnel action (recommendation for promotion or tenure) or grades;
3. the conduct seriously affects an employee or student's performance or creates an intimidating, hostile or offensive work or study environment. This conduct in includes but is not limited to behaviors referring to a person's race, color, national origin, religion, gender, age, veteran status, political affiliation, or disability.

The procedures for dealing with harassment are outlined below. They include direct and indirect, formal and informal means.

1. Directly, verbally confront the harasser explaining why a particular comment or action was offensive.
2. If #1 is ineffective or not seen as being possible, discuss any questionable conduct confidentially with any social work faculty member, with the Academic Unit Head or with the university's affirmative action officer. If in field placement, you may also discuss this matter with your agency supervisor, giving an account of the comment or action in question.
3. If direct confrontation makes you uncomfortable, writing a letter to the harasser is an alternate approach. A guideline for writing such a letter follows below.
4. A final option would be initiating a formal grievance procedure as outlined in the JMU Student Handbook, University Policies section. Many agencies, particularly state and federal agencies, have a similar policy. Ask your supervisor about your agency's policy.

Sexual harassment is not a compliment—it is offensive and illegal.
SEXUAL HARASSMENT LETTER

POLITE------------LOW KEY------------DETAILLED

What follows are suggestions for writing a letter to the person who is sexually harassing you. This is one step you may take in confronting someone whose behavior is seen as inappropriate. The letter should be delivered in person or by certified mail. The writer should keep a copy but not send copies to anyone.

PART I
Tells the facts of what has happened without evaluation, as seen by the writer. It should be as detailed as possible, with dates, places and a description of the incidents the writer has experienced with that person:

- "On 2/15/09 when I met you for a conference about my work, you asked me to come to your house that evening and said it would `help' my grade."
- "Several times this month you have come into my office to talk and put your arm around me and rubbed my back. Yesterday you brushed your hand across my breast/chest."

PART II
Describes how the writer feels about the events described in Part I, and includes the writer’s reactions to what happened:

- "Now, I am embarrassed when I see you."
- "That is why I dropped your class."
- "I no longer trust or respect you."
- "I cannot believe that you are able to grade/evaluate my work fairly."

PART III
Consists of stating what the writer wants to happen next:

- "I want our relationship to be purely professional."
- "I don't ever want you to touch me again or make remarks about my sexuality."
- "Please withdraw your latest evaluation."

ADVANTAGES OF LETTER WRITING:

- Helps writer regain a sense of being in control of the situation.
- Less concern for confidentiality or due process than if a formal grievance were filed.
- Keeps the incident quiet, minimizes confrontation and exposure.
- Provides the harasser with perhaps a new perspective on the behavior in question.
- May minimize or prevent retaliation against the writer.

IT OFTEN WORKS!
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.

   a. To maintain appropriate professional boundaries, students should consider separating personal and professional content online.

   b. 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.

   c. 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.

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 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.

9. 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.

10. 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  
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.
2. The agency provided adequate resources for my learning experience: desk, office supplies, phone & computer access, library, access to agency files, etc.
3. I was given the opportunity to be involved with staff meetings including an opportunity for input.
4. The agency provided me with opportunities for exposure to external/community resources and networking.
5. The agency was flexible in meeting my needs as a student for professional and personal growth and interests as the practicum progressed.
6. The agency provided opportunities for a variety of experiences that reflect generalist social work practice.
7. The agency setting reflected the values of social work including social justice.
8. I felt comfortable with office politics and dynamics.
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.

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.
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]): [Signature]

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.

SAV
Verification of Hours for Field Practicum

Keep record of your daily hours on this form. Make a copy to be signed and turned in at the end of Block I then turn in the original at the end of the semester. Hours must be turned in before a before a grade is assigned. Students MUST have 236 hours before passing into Field Practicum II. 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. Hours may not be logged before the first day of the semester unless special arrangements have been made with the field director.

1st Block

2nd Block

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Total Hours for Block I

Total Hours for the Semester

Total hours for Block II

Student Signature ____________________________ Date __________

Supervisor’s Signature ____________________________ Date __________
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 is the given setting. Student and supervisor should each fill out this form before meeting together to discuss the evaluation.

Check one:
_____Practicum I  Date: __________  _____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.

Continued

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--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:


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

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.

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

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.

4. Demonstrates awareness of own strengths.

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.

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

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:


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:**


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.

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:**


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:**


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- 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.

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

   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.

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

   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.

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

   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

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

   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.
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:** ____________________________________________
   
   ______________________________________________________________________

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:** ____________________________________________
   
   ______________________________________________________________________

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:** ____________________________________________
   
   ______________________________________________________________________
18. organizations

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<tbody>
<tr>
<td>1</td>
<td>needs help in developing skills in working with organizations or other entities.</td>
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<tr>
<td>3</td>
<td>demonstrates skill in working with organizations or other entities.</td>
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<tr>
<td>5</td>
<td>demonstrates creative and effective approaches in working with organizations or other entities.</td>
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**Plan for demonstration:** ________________________________

19. * local government

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<tbody>
<tr>
<td>1</td>
<td>demonstrates little interest in or awareness or how local government impacts on the agency.</td>
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<td>3</td>
<td>has sought information and understanding as to how local government impacts the agency.</td>
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<td>5</td>
<td>has interacted or attended a meeting/function of the local government as a representative of the agency.</td>
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**Plan for demonstration:** ________________________________

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

20. co-workers

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<td>1</td>
<td>is not comfortable with or tends to avoid interacting with co-workers.</td>
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<td>3</td>
<td>has developed collegial relationships with co-workers.</td>
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<td>5</td>
<td>has become an integral member of the agency staff.</td>
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21. * other agencies/settings

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<tr>
<td>1</td>
<td>hesitant to contact other agencies/settings.</td>
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<td>3</td>
<td>comfortable in contacting individuals and other agencies/settings in the community.</td>
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<td>5</td>
<td>shows initiative in contacting other agencies and persistent in seeking information or resources.</td>
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### Ability to use the problem solving process:

#### 22. Engagement

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<tbody>
<tr>
<td>1--</td>
<td>has difficulty establishing a helping relationship, gathering data and defining the presenting problem.</td>
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<td>3--</td>
<td>establishes a working relationship, gathers basic information and is able to define a presenting problem.</td>
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<td>5--</td>
<td>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.</td>
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**Plan for demonstration:** __________________________________________________________

**________________________________________________________________________________**

#### 23. Assessment

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<td>1--</td>
<td>has difficulty clearly stating or understanding a problem/issue, using professional judgment, or assessing strengths and limitations of those involved and the environment.</td>
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<td>3--</td>
<td>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.</td>
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<td>5--</td>
<td>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.</td>
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**Plan for demonstration:** __________________________________________________________

**________________________________________________________________________________**

#### 24. Planning

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<tr>
<td>1--</td>
<td>has difficulty moving from problem definition and assessment to formulating a comprehensive plan with agreed-upon objectives and role responsibilities.</td>
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<td>3--</td>
<td>is able to develop an intervention plan with several alternatives with some definition of roles and responsibilities.</td>
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<td>5--</td>
<td>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.</td>
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**Plan for demonstration:** __________________________________________________________

**________________________________________________________________________________**
25. intervention/implementation

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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: ________________________________________________________________
___________________________________________________________________________________

26. evaluation

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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: ________________________________________________________________
___________________________________________________________________________________

27. termination

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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: ________________________________________________________________
___________________________________________________________________________________

28. demonstrates awareness and utilization of resources within the agency

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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.
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.

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: _____________________________________________________________

_____________________________________________________________________________________

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.

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.

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: _____________________________________________________________

_____________________________________________________________________________________

43
34. knowledge of types of data used by the agency

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.

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

35. written

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.

36. oral

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.

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:** ________________________________________________________________
___________________________________________________________________________________________

38. non-verbal

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.
39. **Professional work habits**

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<tr>
<th>1 Poor</th>
<th>2 Below Average</th>
<th>3 Average</th>
<th>4 Above Average</th>
<th>5 Superior</th>
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<tr>
<td>Punctuality</td>
<td>Assumption of responsibility for actions</td>
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<tr>
<td>Attendance</td>
<td>Flexibility</td>
<td></td>
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<tr>
<td>Follow Through/Dependability</td>
<td>Work organization</td>
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<tr>
<td>Meeting of Deadlines</td>
<td>Effective use of written feedback</td>
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<tr>
<td>Ability to handle stress</td>
<td>Effective use of verbal feedback</td>
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<tr>
<td>Ability to use humor appropriately</td>
<td>Professional presentation through email</td>
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<tr>
<td>Completes assigned tasks</td>
<td>Professional communication through use of telephone</td>
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</table>

**Summary Evaluative Statement**
In the space below, please provide a brief descriptive narrative of your impressions of the student's performance during this evaluation period. Comment on perceived strengths, incorporating the student's list of strengths and areas needing work she/he brought to the practicum.

**Things to work on**
For Practicum I, please identify those areas needing further work and development during the second block period. For Practicum II, please identify those areas you believe need further development as the student moves into professional practice.

This evaluation has been reviewed and discussed by:

**Signatures:**
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
1. Identify as a professional social worker and conduct oneself accordingly.
   - 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;
   - demonstrate commitment for career-long learning; and

2. Apply social work ethical principles to guide professional practice.
   - differentiate personal, professional and client value systems;
   - recognize and manage personal values in a way that allows professional values to guide practice; Establishing 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;
   - apply strategies of ethical reasoning to arrive at principled decisions.

4. Engage diversity and difference in practice.
   - 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;
   - 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

   - use research evidence to inform practice.

9. Respond to contexts that shape practice.
   - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;

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 (revised 5/21/13)

Purpose/Description
This assignment facilitates students in indentifying 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)

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 who you are 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:
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?)

**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.

**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**

**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 draft 8/12/11)

<table>
<thead>
<tr>
<th></th>
<th>0 Assignment instructions not addressed</th>
<th>1 Clear and accurate description, uses and correctly sites at least one source</th>
<th>2 Good evaluation and some original analysis of key issues, sites social work theory</th>
<th>3 Shows exceptional insight to issues, uses multiple sources, is able to connect theory to practice</th>
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<td>Community History</td>
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<td>Agency History</td>
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<td>External Relationships</td>
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<td>Organizational Functioning</td>
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<td>Agency Access</td>
<td>Understands mechanisms of oppression and discrimination</td>
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<td>Agency Consumers</td>
<td>Demonstrates understanding of difference in shaping experience of agency clients</td>
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<tr>
<td>Conclusions</td>
<td>Able to suggest sustainable changes to improve service delivery of quality of service.</td>
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<td>Other observations</td>
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<td>Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom;</td>
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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)

- **Identify as a professional social worker and conduct oneself accordingly.** (1)
- Attend to professional roles and boundaries (1c)
- **Apply social work ethical principles to guide professional practice.** (2)
- recognize and manage personal values in a way that allows professional values to guide practice; (2a)
- **Apply critical thinking to inform and communicate professional judgments.** (3)
- 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)
- **Engage diversity and difference in practice.** (4)
- 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)
- (10a1) **Engage in research-informed practice and practice-informed research.** (6)
- Use research evidence to inform practice. (6b)
- **Apply knowledge of human behavior and the social environment.** (7)
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (7a)
- Critique and apply knowledge to understand person and environment. (7b)
- **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** (10)
- **Engagement** (10a)
- 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); and
- **Assessment** (10b)
  - 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); and
select appropriate intervention strategies (10b4).

**Intervention (10c)**

(10a1) facilitate actions to achieve organizational goals (10c1)
facilitate the implementation of prevention interventions that enhance client capacities (10c2);
facilitate transitions and endings (10c3).

- **Evaluation (10d)**
- 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. 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.
IV. 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.

V. 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, Arial 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.
Worksheet 1

Instructions: Identify all aspects of the problem/situation being addressed by the project. Finish the list with the viewpoints of all concerned parties, e.g. clients, administrators, direct service workers, other agency officials, citizens, political/business leaders, etc. Fill in all columns to the right of problem name. Finally rank the problems (by placing a number in the left hand column), taking the following consideration: 1) Problem(s) the clients wish to address; 2) Problems that require immediate attention; 3) Problems that others wish to have addressed; 4) Problems which have political/economic implications.

<table>
<thead>
<tr>
<th>Problem Rank</th>
<th>Problem Name</th>
<th>Who Names It</th>
<th>Who has the Problem</th>
<th>Examples</th>
<th>Assets Within or External to Agency</th>
<th>Limitations Within or External to Agency</th>
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Worksheet 2 instructions: List the item/problem/planning action to be addressed in column 1, then list the corresponding strategy to be used in addressing the problem (e.g. social planning, community development, social actions, etc). In column 3 identify the corresponding steps you would use to carry out your strategy (e.g. community meeting, establish agency based task group, hire additional staff, etc.). In column 4 put the expected time frame for each step used in column 3; you may use an absolute time frame (actual dates) or a relative time frame (number of days/weeks for each step in relation to the other steps).

<table>
<thead>
<tr>
<th>Item</th>
<th>Strategy</th>
<th>Procedural Steps</th>
<th>Time Frame</th>
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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)

- Identify as a professional social worker and conduct oneself accordingly. (1)
- Attend to professional roles and boundaries (1c)
- Apply social work ethical principles to guide professional practice. (2)
- recognize and manage personal values in a way that allows professional values to guide practice; (2a)
- Apply critical thinking to inform and communicate professional judgments. (3)
- 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)
- Engage diversity and difference in practice. (4)
- 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)
- (10a1) Engage in research-informed practice and practice-informed research. (6)
- Use research evidence to inform practice. (6b)
- Apply knowledge of human behavior and the social environment. (7)
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (7a)
- Critique and apply knowledge to understand person and environment. (7b)
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (10)
- Engagement (10a)
- 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); and
- Assessment (10b)
- 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); and
• select appropriate intervention strategies (10b4).
• **Intervention (10c)**
  • (10a1) facilitate actions to achieve organizational goals (10c1)
  • facilitate the implementation of prevention interventions that enhance client capacities (10c2);
  • facilitate transitions and endings (10c3).
• **Evaluation (10d)**
  • 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. **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.

3. **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.

4. **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.

5. **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.

6. **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.
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<th>Planning A Group</th>
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<tr>
<td><strong>Agency Context</strong></td>
<td><strong>Size</strong></td>
<td><strong>Rules</strong></td>
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<td><strong>Location/Community Context</strong></td>
<td><strong>Composition</strong></td>
<td><strong>Session Plans</strong></td>
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<td><strong>Purpose</strong></td>
<td><strong>Duration of session</strong></td>
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<td><strong>Goals/Objectives</strong></td>
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<td><strong>Type: Open or Close-ended</strong></td>
<td><strong>Setting for gatherings</strong></td>
<td><strong>Evaluation Plan</strong></td>
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<td><strong>Cultural Considerations</strong></td>
<td><strong>Capacity</strong></td>
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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:

This assignment is designed to have you demonstrate your competence to:

- substantively and affectively prepare for action with individuals, families, groups, organizations and communities (10 a.1)
- use empathy and other interpersonal skills (10.a.2)
- develop a mutually agreed-upon focus of work and desired outcomes (10.a.3)
- collect, organize, and interpret client data (10.b.1)
- assess client strengths and limitations (10 b.2)
- develop mutually agreed-upon helping actions to be undertaken (10.b.3)
- select appropriate intervention strategies (10 b.4)
- facilitate transitions and endings (10 c.4)
- critically analyze, monitor, and evaluate interventions (10 d)

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.
### MICRO CASE STUDY

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<th><strong>Product:</strong></th>
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<tr>
<th><strong>AGENCY NAME</strong></th>
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<tr>
<td><strong>WORKER</strong></td>
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<td><strong>CLIENT NAME (PSEUDONYM)</strong></td>
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<td><strong>REASON FOR REFERRAL</strong></td>
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a. **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.

b. **Biopsychosocio-Cultural & Spiritual Description.** This section is a presentation of a comprehensive Biopsychosocio-cultural/spiritual Assessment of your client. Guidance for how to organize/write this is found in former classes. Refer to the assessments you wrote on a film-based case in SOWK 320 &/or your case practiced in SOWK 466.

c. **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.

d. **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:
   a. Full citation presented in proper APA format
   b. A 1-paragraph summary of key information, paraphrased in student’s own words
   c. A 1-paragraph explanation of how the article is relevant to your practice with this client

e. **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.”

f. **Identified Problems for Work:** Record the “identified” problems. Who identifies them? Be sure to include client’s view of what are identified as “problems”.

g. **Identified Strengths and Resources of Client**

h. **Goals:** Indicate/ differentiate short-term and long-term goals

i. **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?

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

1. **Termination**
   Reflect on how you ended/are ending your relationship with this client. Considering that "termination begins at engagement”.
   a. Identify some issues or factors that may affect your closure/termination of the working relationship for both the client, and you, as the worker
   b. 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.

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<tr>
<th>INTERVENTION</th>
<th>EVALUATION METHOD</th>
<th>DATA/EVIDENCE COLLECTED</th>
<th>RESULTS</th>
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Name of Worker (please print)  Title

Signature of Worker  Date

Part II:

Part III:

Part IV:

Part V:
Supervisory Conference Report Instructions

Objectives:
- practice personal reflection, demonstrating a commitment to reflecting on and strengthening those areas deemed necessary for effective professional practice and continued professional development;
- use supervision and consultation
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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 within two days 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.

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).

1st conference report:
- Your learning objectives and how you will be evaluated based on the Field Practicum Evaluation of Student Performance
- Safety precautions, expectations and procedures related to your site

2nd conference report
- Case Study plan and progress

3rd conference report
- 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.
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.

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**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**

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

Required Courses (All courses are for 3 credit hours unless otherwise noted)

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 Social Work Senior Professional Capstone
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/YPE/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.
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:

IPE 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 form their interactions.
IPE 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.

IPE 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.

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 August 2010)

Social workers take on a variety of intervention roles, seven 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 are basic worker activities. 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.

**Enabler**
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. Build trust; promote participation/teamwork; address issues of power; support the accomplishment of change, including changing/altering relationship patterns and the environment.

**Facilitator**
Enhancing group processes and linkages to encourage change efforts. Stimulate participation, provide insights and constructive feedback about group functioning.

**Educator**
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 new and future challenges.

**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. Advocate 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**
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.

**Source:**
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 through 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.

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 practicum.

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

________________________
John Knight
Assistant Vice President of Finance

Date: ________

________________________
Cynthia Hunter
Director of Field Placement

Date: ________

Agency – agency name

________________________
Name
Agency Director

Date: ________

________________________
Lisa McGuire
Head, Department of Social Work

Date: ________

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