



**GRAND VALLEY
STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

**Bachelor of Social Work
Field Practicum Manual**

Policies and Procedures

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Acknowledgments

The School of Social Work faculty deeply appreciates the commitment and dedication of Field Instructors who work so closely with our students. These professional Social Workers devote their time, energy, and skills to perform a critical assessment of both the curriculum and our students, and thus contribute to strengthening the overall Grand Valley State University Social Work program.

A key element of the Social Work education process is the partnership between Field Instructors and the School of Social Work. Some of our Field Instructors have been a part of this endeavor for many years while others are more recent contributors. Each Field Instructor and the human service agencies in which they work provide a crucial component in the education and training of future Social Workers.

DISCLAIMER

The Field Practicum Manual of the Bachelor of Social Work Program at Grand Valley State University is not an irrevocable contract between the student and the University. The University reserves the right to make changes to curriculum, policy, and/or other portions of the program at any time during the student's attendance.

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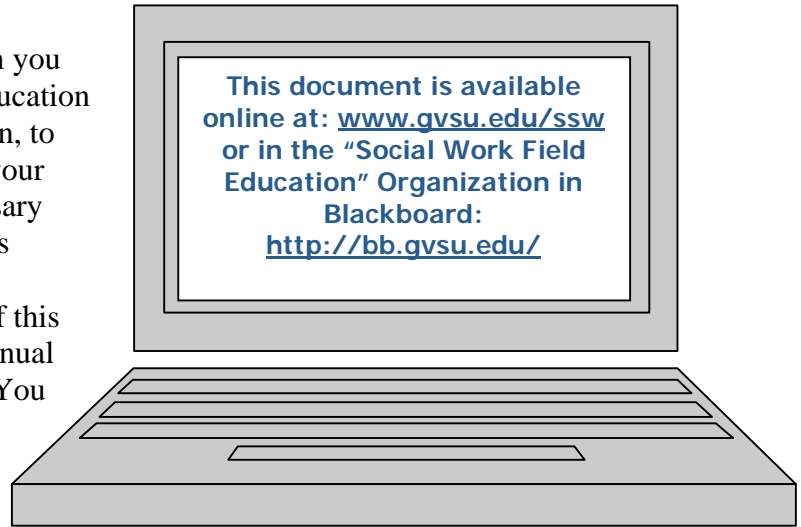
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FOR STUDENTS - How to Use This Manual

Dear Students:

This manual contains all of the information you will need to help you during your Field Education experience, from preparing your application, to operating effectively and ethically within your practicum setting, to completing the necessary paperwork to document your progress. This manual can also be accessed through the website addresses listed on the right side of this page. The documents referred to in this manual are available through the Blackboard site. You must be registered for at least one BSW or MSW course in order to access the Blackboard site.



Accessing the Social Work Field Education Blackboard Site

1. Go to <http://bb.gvsu.edu>
2. **To Open Blackboard:** Enter your username and password and click "Login" (If you do not know your username and password, click on the "Student Login Help" link under "Student Information" on the right side of the screen and follow the directions).
3. **To Open the Social Work Field Education Blackboard Site:** Find "My Organizations" on the right side of the page. Click on the link for "Social Work Field Education".
4. **To Find Out the Latest Information about Field Education:** Click on the link "Announcements" on the left side of the screen. These announcements contain all information about application deadlines, field orientation seminar dates, etc.
5. **To Locate Important Forms, Such as the Field Application:** On the left side of the screen click "BSW & MSW Forms".
 - a. This section has the pdf version of this manual, as well as the field education application, a copy of the time sheet, the student learning contract, and many other forms and documents you will need during your placement.
6. For problems accessing this site or to request accommodations, please contact the Field Education Office at (616) 331-6550.

Terms Used in This Manual

Academic Advisor – Advisor used primarily for scheduling and schedule planning. Available through the CCPS advising center. The advisor from the College and Community and Public Service assigned to assist students with course scheduling.

Faculty Liaison – the Grand Valley State University faculty member who acts as a representative of the University, mediates the relationship between the student and Field Instructor, and facilitates field seminar.

Field Instructor (also referred to as Field Supervisor) – an individual who directly observes the activities of the student intern and provides guidance, instruction, mentoring, evaluation, and supervision.

Field Practicum (also referred to as Field Education, Field Practice, Field, Internship) – the twelve credit hour required phase of the master’s program which provides students with an opportunity to integrate foundation, theory, and practice course material into experiential learning under the instruction of a trained and experienced professional in the field of Social Work.

Practicum Site (also Field Site, Field Setting, Placement Setting) –the social/human service agency, school, or other GVSU School of Social Work approved location to which students are assigned to complete their internship.

Seminar (also Field Seminar, Practicum Seminar) – required 1 (one) credit hour, (15 clock hours per semester) meetings held regularly throughout the semester with other students currently in field facilitated by the Faculty Liaison.

PLEASE NOTE: Students enrolled in School of Social Work curriculum must be cognizant of the fact that past or future criminal conduct may limit or prevent placement in a field practicum agency. Because Field Education is a BSW curriculum imperative, the social work degree is awarded only after successful completion of all requirements. Furthermore, past or present criminal conduct may render an individual ineligible to secure a state license and the privilege to practice social work.

I. Information Regarding the GVSU School of Social Work

Field Education as Signature Pedagogy: EPAS 2008

The new Educational and Policy Accreditation Standards from the Council on Social Work Education clearly identify Field Education as central to the learning experience and practice development of social work students. The Competencies in academic learning are intertwined in the creation and implementation of the skill development and practice evaluation within Field Education.

Educational Policy 2.3—Signature Pedagogy: Field Education Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

A. History, Mission and Focus of the Social Work Program

1. History:

The Grand Valley State University Bachelor of Social Work (BSW) Program was first established in 1976. Now a part of the School of Social Work, the BSW Program received initial accreditation by the Council on Social Work Education (CSWE) in 1990.

The BSW is the entry level professional degree awarded to graduates who declared Social Work as their major, awarded Candidacy for the BSW degree, and successfully completed the prescribed curriculum.

The BSW program provides students with opportunities to test and apply, in the reality of agency settings, the knowledge, values and skills they acquired from course work. Thus, professional social work education involves a three-way partnership between the students, the community social welfare agency, and the School of Social Work. The social welfare agency plays a major role in the social work student's education during the senior year when the student enrolls in field practicum in social work and is required to practice 225 hours per semester (for two semesters) in the field. The School of Social Work recognizes the important contributions that human service agencies in the community make to the BSW program. We are grateful for the time, cooperation, and overall involvement of these agencies in the education of our students.

2. Mission :

The School of Social Work derives its mission from Grand Valley State University's mission of liberally educating students to shape their lives, their professions, and their societies. Toward that end, the School prepares its students to attain social work practice and professional leadership; advance the field's knowledge of effective professional practice and education through research and evaluation; enhance and sustain the welfare and well-being of the citizens, organizations and communities of West Michigan, the state, the nation, and the world; and further the goals of the University and of the social work profession in this region and beyond.

All of the School's programs are grounded in the profession's body of knowledge, values and skills that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; prevent and alleviate personal, interpersonal, organizational and societal problems; and improve the conditions that limit human development and adversely impact the quality of human life. The School celebrates and affirms the importance of diversity in all of its forms, and it supports the expansion of human rights, cultural competence, empowerment, social and political justice, civic participation and equality in West Michigan and around the world.

The School's legacy emphases on social justice and on meeting the significant professional workforce needs of an expansive West Michigan social services sector remain strong. A third distinctive feature of the School is its integration and promotion of domestic and international service learning opportunities that prepare of students for 21st century practice in increasingly global economic and social contexts.

3. The School's Overarching Goals:

- a. The School of Social Work provides a generalist social work curriculum in a high quality learning environment that prepares BSW graduates for entry level social work practice that promotes social and economic justice and endeavors to address poverty and other social problems within organizational, individual, and community contexts within, but not limited to, West Michigan and the state of Michigan.
- b. The School of Social Work provides a BSW foundation curriculum in a high quality learning environment that prepares students for success in the advanced generalist community social work concentration.
- c. The School of Social Work provides an advanced generalist social work curriculum that prepares MSW graduates for autonomous social work practice that promotes social and economic justice and endeavors to address poverty and other social problems within organizational, individual, and community contexts within, but not limited to, West Michigan and the state of Michigan.
- d. Graduates of all programs of the School of Social work exhibit a professional commitment to enhancing social justice, promoting human rights, ensuring the dignity and worth of all individuals, practicing with integrity, upholding one or more of the

profession's *Code of Ethics*, incorporating diversity into their practice, and advancing the profession's reputation and knowledge base.

- e. Graduates of all programs of the School have the knowledge, skills and values they need to create and/or identify and acquire new information about professional social work practice as such information becomes available throughout the course of their careers.
- f. Graduates of all programs of the School are competent users of technologies and proficient consumers of training opportunities that support their lifelong professional development, and they are committed to remaining professionally and technologically proficient throughout the course of their careers in the social work profession.

C. Bachelor of Social Work Study Plan : The B.S.W. requires successful completion of 120 semester hours of college credit. The program is built on a foundation of liberal arts and 34 hours of required cognate courses and international courses. In addition, students must take 44 credit hours of coursework in the major, including the areas of human behavior and the social environment, social welfare policy and services, social research, integrated methods in social work practice, and the field practicum in social work.

Students who wish to major in social work must apply for candidacy status at the end of their sophomore year and must have a minimum overall grade point average of 2.5. A minimum overall average of 3.0 in major courses is required for continuation in candidacy status.

Status	Course	Course Title	CR	Competency	Completed
Fall Semester Year One – Freshman Year					
Required	WRT 150 (Basic Skills)	Strategies in Writing	4		
Required	SW 150 (Gen Ed SS Y SW Core)	Human Needs in Complex Societies	3		
Required	SOC 201 (Gen Ed SS & SW Pre-req)	Introduction to Sociology	3		
Required	BIO 104 (Gen Ed LS/Lab & SW Pre-req)	Biology of People	4		
Winter Semester Year One – Freshman Year					
Required	MTH 110 (Basic Skills)	Algebra	4		
Required	PSY 101 (Gen Ed SS & SW Pre-req)	Introduction to Psychology	3		
Required	Gen Ed Course (Choose from Art, P&L, or Hst)		3		
Required	Gen Ed Course (Choose from Art, P&L, or Hst)		3		
Required	Gen Ed (Physical Science Non-Lab)		3		
Fall Semester Year Two – Sophomore Year					
Required	Gen Ed Course (Choose from Art, P&L, or Hst)	See General Ed Program for Course Info	3		
Required	Gen Ed Course (Choose a U.S. Diversity)		3		
Required	Gen Ed Course (Choose a World Perspectives)		3		
Required	PSY/SOC 360 (SW Pre-Requisite)	Social Psychology	3		
Required	PLS 102 (Gen Ed SS & SW Pre-req)	Amer. Government and Politics	3		
Winter Semester Year Two – Sophomore Year					
Required	PSY 303 (SW Cognate)	Psychopathology	3		
Required	SOC 280 or SOC 384 (SW Pre-req)	Social Problems or Sociology of Drug use/abuse	3		
Required	SOC 382 or SW 300 (SW Pre-req)	Minority and Ethnic Relations / Pluralism	3	SW 300: 4, 5.	
Required	ECO 210 or ECO 211 or SOC 385 (SW Pre-req)	Macro Eco or Micro Eco or Social Inequalities	3		
Required	Gen Ed Theme Course		3		
~* Major Requirements *~					
Fall Semester Year Three - Junior Year					
Required	SW 317 (SW Core)	Generalist Practice I	3	3, 4, 5, 10.	
Required	SW 319 (SW Core)	Social Welfare Policy and Services	3	8.	
Required	SW 340 (SW Core)	Human Behavior and the Social Environment I	3	7, 9.	
Required	SW 348 (SW Core)	Field Practicum Laboratory	3	1, 7, 9.	
Required	International Relations Course		3		
Required	General Elective		1		
Winter Semester Year Three - Junior Year					
Required	SW 316 (SW Core)	Interviewing in Social Work	3	1, 2.	
Required	SW 318 (SW Core)	Generalist Practice II	3	3, 4, 5, 10.	
Required	SW 341 (SW Core)	Human Behavior in the Social Environment II	3	7, 9.	
Required	STA 215 (Gen Ed Math Sci and SW Major)	Statistics I	3		
Required	Gen Ed Theme Course		3		
Fall Semester Year Four - Senior Year					
Required	SW 490 (SW Core)	First Senior Level Field Practicum I	3	1 - 10.	
Required	SW 492 (SW Core)	Field Practicum Seminar I	1	1 - 10.	
Required	SW 430 (SW Core)	Social Work Research	3	6.	
Required	SW Elective Course	See list below	3	1 - 10.	
Required	General Elective or WRT 305 if needed		3		
Winter Semester Year Four - Senior Year					
Required	SW 491 (SW Core)	Second Senior Level Field Practicum II	3	1 - 10.	
Required	SW 493 (SW Core)	Field Practicum Seminar II	1	1 - 10.	
Required	SW 495 (SW Core)	Senior Seminar in Social Work (Capstone)	3	1 - 10.	
Required	SW Elective Course	See list below	3		
Required	Gen Ed Theme Course		3		
Required	General Elective		3		
Social Work Electives					
Elective	SW 300	Pluralism in American Society	3	4, 5.	
Elective	SW 320	Children and Child Welfare Services	3	8.	
Elective	SW 322	Health Care & Social Services	3	1, 3, 4.	
Elective	SW 351	Cross Cultural Service Learning	3	8, 9.	
Elective	SW 354	Social Work: Global Service Learning	3	8, 9.	
Elective	SW 461	Multicultural Issues in Social Work Practice	3	4.	
Elective	SW 499	Independent Study in Social Work	1 - 4		

D. Faculty, Administration, and Staff

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II. Information Regarding GVSU's BSW Field Practicum

A. Field Education: The Signature Pedagogy

Field education is the signature pedagogy of social work education and offers students opportunities to fully integrate and practice the skills necessary to demonstrate achievement with the School of Social Work's competencies and practice behaviors. Field education provides practical application of values, skills and knowledge introduced to students in foundation and advanced coursework. Using carefully selected community partnerships and at the direction of qualified field instructor's students become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk. Participation in the guided seminar class assists the student to assimilate course content with community based learning.

Grand Valley State University Bachelor of Social Work Program Core Competencies

2.1.1 Core Competency: Identify with social work profession

2.1.2 Core Competency: Apply ethical principles in practice.

2.1.3. Core Competency: Apply critical thinking in practice.

2.1.4. Core Competency: Incorporate diversity into practice.

2.1.5 Core Competency: Advocate for human rights and social justice.

2.1.6 Core Competency: Engage in informed research.

2.1.7 Core Competency: Apply knowledge of human behavior in the social environment.

2.1.8 Core Competency: Engage in policy practice to advance social and economic well-being.

2.1.9 Core Competency: Respond to contexts that shape practice.

2.1.10. Core Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

B. Relationship to Other Courses

In keeping with the most recent practice standards as outlined by the Council of Social Work Education the Grand Valley State University School of Social Work recognizes the centrality of field education curriculum in addressing both foundation and advanced practice competencies at the BSW and MSW level respectively.

Field Education is an integral part of the BSW program curriculum as it provides students with an opportunity to put classroom knowledge to use in developing practice skills. The emphasis on utilizing full-time faculty as Faculty Liaisons and soliciting feedback from the Field Practicum Committee ensures the integration of Field Education into the total curriculum. All BSW students enroll in SW 348, a course designed to provide practice experiences within a classroom setting to help prepare them for their field placement. In addition to skill development, students are presented with opportunities for self reflection examining their values, biases and belief systems.

Field Education curriculum provides students with an experiential and imitative learning opportunity to explore and use Social Work ideas, concepts and behaviors first encountered in the classroom. These learning opportunities are designed to further develop professional social work identity, self reflection and self awareness, and practice competence in each student. In each semester of field placement students develop concrete and measurable activities that address specific practice behaviors using the learning contract and assessment tool. The development and monitoring of these activities requires the collaboration of the student, the agency based field instructor and the university based faculty liaison. This model of collaborative competency based field education is implemented at both the BSW and MSW level.

Field Education is inextricably related to and congruent with the overall goals and objectives of the School of Social Work. The field practicum is designed to facilitate the attainment of the program's objectives by providing the student with the opportunities to engage in "experiential," "observational," and "imitative" learning opportunities. Further, students learn to become participating agency members who possess the knowledge, skills, and values necessary to provide effective service delivery.

Additional emphasis on the integration of coursework into the practicum is provided by the guided seminar coursework, providing students with the opportunity to actively reflect on the connection between classroom theory and agency application. Furthering the centrality and integrative nature of the field experience is the use of tenure and tenure track faculty actively engaged in teaching. These faculty further insure the reciprocal nature of the field practicum on courses and the field experience.

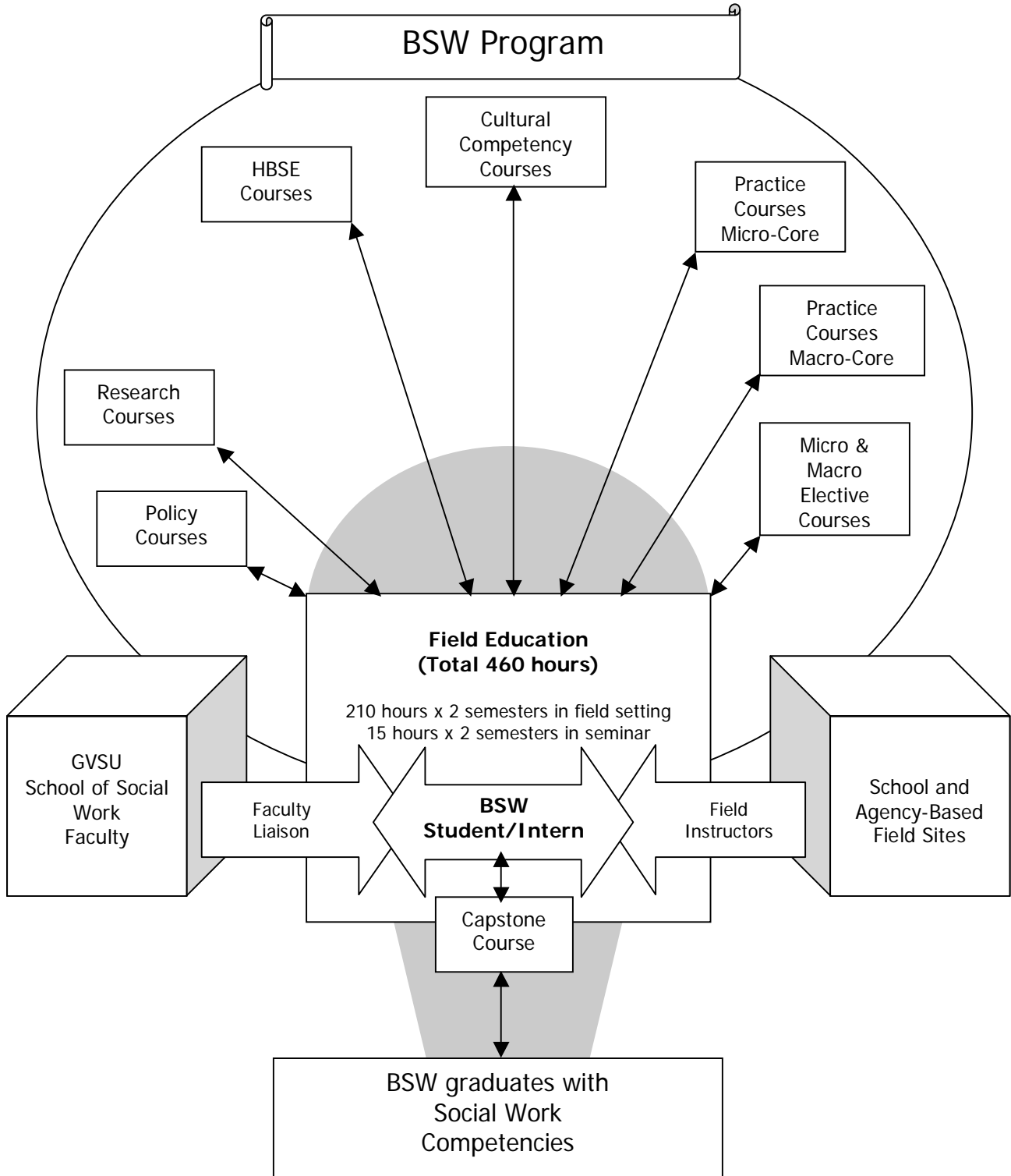
At the core of the BSW program is recognition that students must be prepared to be culturally competent practitioners in an increasingly complex, global society. In GVSU's BSW program, students focus on the diversity among groups in society, particularly the

examination of their commonalities and differences and the implications for practice. Students in Field Education critically examine and explore the ways in which ethnic, racial, sexual, social class and other cultural factors impact the need for and the use of social services and the skills required for cross-cultural Social Work practice. This ensures that the knowledge of individuals, families, groups, organizations, and communities – both here and abroad – gained in the classroom is translated into real-world experiences.

The School of Social Work is responsible for developing supervised student practice opportunities that allow for this integration of competencies and coursework in our communities. The field office is responsible for monitoring and reporting on aggregate student progress in practice so as to affect the development of curriculum that more fully prepares students for the realities of competent day to day practice. Field faculty work closely with directors of the BSW and MSW programs to review student preparation in courses and provides ongoing feedback regarding student and field instructor progress in attainment of the competencies through assigned professional practice behaviors. Inherent in this process is the emphasis on diversity and the expectation that this reality be greeted with curiosity and respect in all phases of learning.

C. Diagram of Course Integration with Field Education

Figure 1



D. Field Education Structure

The Field Education component of the curriculum consists of five courses:

SW 348 – Field Laboratory (2 credits)

SW 490 – Field Education I (3 credits)

SW 492 – Field Education Seminar (1 credit)

SW 491 – Field Education II (3 credits)

SW 493 – Field Education Seminar (1 credit)

These five courses are required of all degree-seeking students in the BSW program.

SW 348 is designed to be taken during the student's junior year and serves to prepare students for the field education experience. The course educates students regarding the range of social work opportunities, promotes professional and self awareness and prepares them to enter the professional world.

The other four field courses are designed to be taken in order with four credits taken per semester on a credit/no-credit grading system. Field Education and Field Seminar are inextricably related and must both be successfully completed simultaneously in order to receive credit. The pattern of these Field Education offerings is based upon the concurrent model: these courses are designed to be taken simultaneously with supporting classroom-based courses.

Field Education consists of a minimum of 450 hours spread over two semesters. Each of the two semesters requires students to undergo an educationally guided field experience for *15 hours per week over a 15 (fifteen) week period, for a total of 225 hours. Fifteen of the 225 hours will be completed in the Field Education Seminar.* The Practicum Committee must approve any deviation from this schedule.

As a general rule, students remain in the same field placement setting throughout their field practicum experiences, spending both semesters in one social service agency or organization under the supervision of an experienced agency-based Field Instructor.

E. Timeline of Activities

For All BSW Students

<u>Activity</u>	<u>Due Date</u>
Fall Semester:	
Complete Field Orientation (SW 348).....	Fall semester
Submit “Candidacy and Field Application”.....	1st of October
Interview with BSW Field Coordinator	October - November
Field Education Office contacts Field Instructors regarding potential placements.....	Mid November - March
Students receive pre-placement interview form from the Field Education Office.....	December - March
Students schedule interview with potential placement site	December - April
Field Instructors inform the Field Education Office of acceptance or rejection of student within 5 (five) working days	December - April
Students receive confirmation of placement and time/date of first field seminar.....	January - April
Students enroll in SW490 & SW492 for Fall semester	November – December (Students will receive a letter identifying their seminar section and Faculty Liaison)
Students begin placement	1st or week of Fall semester
Students meet with Faculty Liaison	1st-2nd week of semester
Students complete written Student Learning Contract.....	Within 5 weeks of beginning placement

G. Field Practicum Roles

1. Director of Field Education

The Director of Field Education chairs the School's Field Practicum Committee, reports to the Director of the School of Social Work and has overall administrative responsibility for planning, organizing, implementing, coordinating and evaluating the field instruction (practicum) component of the School of Social Work. Inherent in this is the responsibility to:

- a. Convene the Field Advisory Board annually;
- b. Plan, organize and conduct biannual conferences for faculty, students and agency-based Field Instructors relative to practicum;
- c. Work with practicum faculty, students and the practice community in the formulation and evaluation of policies and procedures related to field education;
- d. Conduct an annual evaluation of Field Education;
- e. Develop and revise the Field Practicum Manual;
- f. Problem-solve placement issues that arise;
- g. Coordinate field programs at various sites;
- h. Collect and/or analyze field outcome data; and,
- i. Convene the Field Development Committee, consisting of faculty and students as well as representatives of the practice community drawn from practicum agencies affiliated with the School of Social Work.

2. Assistant Director of Field Education

The Assistant Director of Field Education reports to the Director of Field Education and assists in the planning, organizing, implementing, coordinating and evaluating field instruction (practicum) in the School of Social Work. The Assistant Director of Field Education is also responsible for coordinating the BSW Field Education component, including site development, student placement, and the administration of field related training.

3. Field Education Coordinator

The Field Education Coordinator reports to the Director of Field Education and is responsible for supporting the administrative activities of the Field Education Office, including developing potential placement sites, placing assigned students, and providing field related trainings.

4. The Faculty Liaison

The Faculty Liaison is a member of the GVSU faculty who has been prepared through course material or professional experience in the duties of the position. Faculty Liaisons represent the School of Social Work in its dealings with

internship host agencies, provide consultation for Field Instructors and their agencies, conduct and facilitate Field Education Seminar, and support and encourage students. Accordingly, the Faculty Liaison is responsible to:

- a. Provide direction for Field Education students assigned to them;
- b. Certify that students have met the requirement of hours of agency-based Field Education each semester;
- c. Conduct the Field Seminar for 15 hours each semester;
- d. Assist with the integration of coursework and internship experiences;
- e. Assure that the curriculum objectives for each Field Education course are met during the semester;
- f. Assure that each student develops and is working toward reaching the goals and objectives of an individualized Student Learning Contract which specifies educational objectives and learning experiences for the semester;
- g. Visit each practicum site at least twice per semester and/or additionally, as needed, and complete required Faculty Liaison Reports;
- h. Maintain open communication with the Field Instructor during the field placement;
- i. Become familiar with the policies, procedures, programs and services of agencies in which students are placed and assure that these policies, procedures, and services comply with a Generalist orientation of practice;
- j. Assess with the student and the agency-based Field Instructor the continuing appropriateness of the practicum site;
- k. Monitor the level of supervision/instruction provided to students and the appropriateness of assignments and tasks;
- l. Conduct an evaluation of each student's performance in the practicum and assign a credit/no credit grade for each practicum course;
- m. Problem-solve and/or mediate conflicts that may occur during a student's practicum experience, and document information pertaining to the situation;
- n. Serve on the School of Social Work's Field Practicum Committee;
- o. Assist the Field Education Office in the identification, development and evaluation of practicum sites;
- p. Participate in bi-annual Field Instructor meetings and conferences;
- q. Bring to the Practicum Committee issues/concerns that need to be clarified, addressed and/or resolved; and,
- r. Abide by the NASW *Code of Ethics*.

5. The Field Instructor

The Field Instructor is an experienced professional in good standing in the community and their profession. Criteria for selecting Agency-based Field Instructors is located in section E below. Accordingly, the Field Instructor will:

- a. Attend the Field Instructor Orientation and semi-annual training opportunities, when available;
- b. Abide by the ethical responsibilities pertaining to education and training in practice settings, as outlined in section 3.02 of the *NASW Code of Ethics* (see Appendix A);
- c. Orient students to both the service delivery system and the population served by the agency;
- d. Develop learning opportunities in relation to the curriculum and make specific assignments in consultation with the student and, in some cases, the Faculty Liaison;
- e. Collaborate with the student in creating the Learning Contract at the beginning of each semester;
- f. Discuss any problems in meeting Learning Contract objectives with the student first and then with the Faculty Liaison, if necessary;
- g. Provide at least one hour of weekly supervision and give clear feedback to the student on an ongoing basis about her/his performance;
- h. Evaluate the student's performance at the end of each semester;
- i. Monitor the student's time sheets; and,
- j. Advocate for students with the host agency to ensure that students receive a meaningful learning experience.

6. The Social Work Student/Intern

It is expected that students accepting a field placement take seriously their commitment to their clients, their Field Instructor, the agency, and the GVSU MSW program. It is expected that students will conduct themselves in a professional and ethical manner in their interactions with staff, faculty, and clients. Students should refer to the *NASW Code of Ethics* for clarification and guidance (see Appendix A), taking special note of the Preamble of the *Code of Ethics* which states that "the code is relevant to all Social Workers and Social Work students, regardless of their professional functions, the settings in which they work, or the populations they serve." Accordingly, the student should:

- a. Be familiar with the BSW field practicum policies and procedures;
- b. Meet with the assistant Director of Field Education to review the field application;
- c. Turn in all application materials in a timely manner meeting deadlines;

- d. Meet with the Field Instructor on a regular basis (at least weekly);
- e. Prepare for all meetings with the Field Instructor, including suggesting agenda items to be discussed;
- f. Meet with the Field Instructor and the Faculty Liaison together at least two times during each semester in field;
- g. Attend field site on days and at times agreed upon with the Field Instructor or notify the Field Instructor prior to or at the start of the work day if unable to attend;
- h. Conduct oneself in a professional manner, including taking responsibility as an adult learner to understand and carry out assigned duties, meet all deadlines, and seek direction as needed;
- i. Prepare a Student Learning Contract with specific learning objectives and activities that are acceptable to the Field Instructor and Faculty Liaison;
- j. Complete and submit all Field Education written documentation and reports required by the agency and school (e.g., time sheets, evaluation of student performance, student evaluation of Field Education experience);
- k. Respect the privacy of clients and hold in confidence all information obtained in the course of professional service;
- l. Discuss with Field Instructor, Faculty Liaison, or Director of Field Education any areas of significant disagreement, dissatisfaction, or confusion related to the Field Education experience;
- m. Discuss any difficulties that arise in the placement with the Field Instructor first. If the situation is not resolved, inform the Faculty Liaison. If the problem persists, contact the Director of Field Education;
- n. Attend all Field Education seminars and maintain confidentiality of fellow students in regards to discussions held during these sessions; and,

7. Field Practicum Committee/Field Practicum Review Committee

The aforementioned committee consists of the Director of Field Education, Assistant Director of Field Education, Field Education Coordinator, Faculty Liaisons and, when proper, representatives from agencies involved in the provision of practicum placements, and other agency consultants. An appointed alumni member may also sit on this Committee. The Chair of the Field Practicum Committee is the Director of Field Education who serves as an overall coordinator of practicum matters within the School of Social Work. The Committee meets to:

- a. Develop and review general policies and procedures for Field Education; and,
- b. Review and rule on issues arising from a student's field placement. As outlined in the conflict resolution and grievance policies, a subcommittee called the Field Practicum Review Committee may further review and rule on issues arising from the student's field placement.

H. Selection of Field Practicum Sites

Agencies selected for affiliation with the School of Social Work as field practicum sites must meet a number of specific criteria. Evaluation of potential sites requires an in-person interview, review of site documentation, and assessment of potential learning opportunities. The scope and activities of the potential site should be sufficiently diverse to provide students with a range of learning experiences commensurate with the expectations of the Generalist curriculum. In addition to these criteria, the potential site must:

1. Have a clear mission with specifically defined programs and methods to achieve its purpose or mission.
2. Be interested in the education and training of new Social Workers and demonstrate an awareness of and respect for the educational focus of the Field Practicum.
3. Be willing to assume the responsibilities associated with participating in an educationally-focused experience, including the provision of supports which enable Field Instructors to maintain an educational focus while teaching and training Social Work students.
4. Be adequately staffed so that its mission can be achieved without relying upon the contributions of students.
5. Demonstrate a commitment to provide learning experiences consistent with the needs of both beginning and advanced Social Work students.
6. Make available suitable space, equipment, furniture, supplies and support services to insure that the student can achieve the goals and objectives of the Field Education experience.
7. Be willing to uphold and support Field Instructors as they assist students toward the completion of their Field Practicum experience. Common Field Instructor tasks include attending Field Instructor Orientation sessions; observation of student activities; weekly formal supervision meetings; site visit meetings and student evaluation activities.
8. Be supportive of the Generalist Perspective as it applies to the provision of Social Work services and educational experiences for students enrolled in Field Education.
9. Agree to abide by decisions of the Field Practicum Committee with regard to the School's policies of placement, maintenance, or termination of students placed in settings.

I. Selection of Agency-Based Field Instructors

The criteria for selecting agency-based Field Instructors consists of the following requirements. The agency-based Field Instructor is expected to:

1. Possess a Bachelor or Master of Social Work degree earned from a CSWE-accredited graduate program. In unusual instances where the Faculty Liaison assumes responsibility for the regular, ongoing supervision of the student's field experiences, an agency staff person who does not possess the MSW degree may serve as the agency's Task Coordinator.
2. Have at least two years of successful Social Work practice following the completion of their MSW or BSW degree and be licensed before serving as a Field Instructor.
3. Have, at a minimum:
 - a. an interest in teaching,
 - b. sufficient time and ability to assist students in developing learning objectives and structuring learning experiences to meet such objectives,
 - c. the skills to help students integrate the knowledge, skills, and values addressed in coursework with the demands of practice.
4. Be knowledgeable about the community in which the agency is located, the client system(s) which the agency serves, and the resources within the community most appropriate to meet the needs of client system(s).
5. Demonstrate an ability to participate in the creation and maintenance of a positive working relationship with the Grand Valley State University School of Social Work. This relationship typically involves an understanding of the School's role, mission and goals, including acceptance of the Advanced Generalist Perspective, and structuring and evaluating student accomplishments in field practicum.
6. Serve as a professional role model for Social Work students.
7. Follow and abide by the NASW *Code of Ethics*.

J. International/Distance Placement Opportunities

A student may approach the Field Practicum Committee with alternative ways of structuring placements based on location of potential field sites or specific learning needs. Requests received by the Field Education Office will be reviewed by the Field Practicum Committee to determine merit and feasibility.

Factors considered by the Field Practicum Committee include, but are not limited to:

- 1) the existence of a previous relationship with the site or potential Field Instructor;

- 2) the site's ability to provide a learning experience commensurate with the School of Social Work's requirements for field placements;
- 3) the feasibility of the Field Office developing the site;
- 4) the student's performance in the MSW program; and,
- 5) the presence/availability of resources needed to facilitate and support the student's experience.

Students will be made aware of the availability of international and distance placements in the Field Education Orientation Seminar and through the Field Education Blackboard site (<http://bb.gvsu.edu/>).

Initiation of an international/distance proposal begins with discussion and exploration of possibilities and feasibility with the Field Education Office and the student's Academic Advisor. Students are advised to begin this process as early as possible in their GVSU career. To facilitate these experiences, students need to convey to the Field Practicum Committee the type and scope of experience they seek. Completion of the Proposal Outline (described below) will provide the Committee with information needed to recommend support or denial of the experience.

Proposals (submitted to the Director of Field Education) will be accepted for review no later than the date required for all field applications. The Field Practicum Committee will review the proposal and decide whether to support or deny the proposal. Within ten business days, the Director of Field Education will notify the student of the Committee's decision. The Field Education Office will define parameters regarding placement hours, supervision, and other issues with consultation from the MSW Program Director and the Director of the School of Social Work.

If a student's proposal is accepted, the Field Education Office will make contact with the potential site either in person, by phone, by E-mail, and/or interactive video. The Field Education Office will determine the site's capacity to provide the student(s) with the requisite supervision and explore the types of duties, tasks, and responsibilities required at the site. In addition, the School's Advanced Generalist Perspective and requirements for supervised direct practice will be discussed. Once the feasibility of the site is ascertained, an Affiliation Agreement between the GVSU School of Social Work and the potential site will be signed.

A memorandum of agreement will be developed and signed by the Field Education Director and the student. Involvement in an international/distance field placement is considered equivalent to a local, traditional placement. Students are expected to define learning objectives and methodologies in their Student Learning Contract. Oversight of these goals, objectives, and methodologies and of the overall experience will be the responsibility of the designated Field Instructor and Faculty Liaison. While some of the mechanics of the placement may vary due to distance, the expectation is that the structure and substance will be equivalent to any domestic placement. All policies delineated in the Field Practicum Manual will apply to international/distance placements.

1. Proposal Format

Cover Letter

Table of Contents

- A. Personal statement relative to interest in International/Distance Social Work
- B. Previous travel experience
- C. International/Distance proposed placement
- D. Why this specific destination?
- E. How will this proposed experience further your Social Work education?
- F. Proposed time frame for this experience (eight weeks, one semester, three semesters)
- G. Resources required for this experience (school, personal, or financial)?
- H. Plan for continuing course work by semester.

2. Faculty Responsibility

School responsibilities relative to distance placements include ensuring the same level of involvement and supervision as with placements in close proximity to the School.

Students will be assigned to a Faculty Liaison who will be responsible for ensuring the integration of content and activity. While face to face conferences may be precluded, alternative forms of communication will be utilized. These forms of communication may include, but are not limited to:

- Students may be required to complete journal entries and may share those entries with their Faculty Liaison via e-mail or Blackboard.
- Faculty Liaisons will be expected to review the journals and engage in discussion with the student via e-mail or Blackboard.
- Faculty Liaisons will be expected to assign students to projects such as: papers on the scope of the agency, case presentation from a specified treatment modality, etc., as is currently expected of students enrolled in the traditional seminar.
- Liaisons will also be expected to arrange a minimum of three official conference calls per semester with the Field Instructor and the student to review the Student Learning Contract and discuss the student's progress.

3. Peer Interaction

Peer interactions concerning the field learning experience can be facilitated in a number of ways.

- Field Education Seminars may be convened prior to the beginning of the international/distance learning experience to cover issues in anticipation of the placement.
- When the student returns from a distance placement, she/he will continue participation in Field Education Seminar as well.
- During the international/distance learning experience, Faculty Liaisons will facilitate peer communication through the use of course discussion boards, e-mail, and/or other available communication methods.
- Students will be encouraged to share their experiences with the broader GVSU and School of Social Work community both during and following their experience. A student presentation to the faculty and/or student body or an article in the school newsletter will be encouraged.

III. Student Responsibilities Regarding Field Practicum

A. Student Requirements Before and During Field Practicum

1. Academic Requirements

Undergraduate students who wish to declare social work as their major are admitted to Grand Valley State University through normal college admissions procedures. At the beginning of the junior year all social work majors formally apply for admission to the school of social work by completing the Application for Candidacy and Field practicum and submitting it to the BSW Director.

Once a student has been formally accepted into the school via the candidacy process they must also apply to the field office to initiate the field placement process (please see field placement process...). Students must maintain their candidacy status through their Junior and Senior year by satisfactorily completing all required social work coursework with the requisite grade point average. Review of each student's status is completed by the director of the BSW program on a semester by semester basis and by the Director of Field Education during the semesters the student is scheduled to be in field placement. Students who do not meet candidacy requirements during a semester they are scheduled for field placement are notified by the director of the BSW program.

2. The Application Process

- a. All students who have met the prerequisite coursework and other requirements may make application to field via completion of the Candidacy and Field Application Form (Available on the Field Education Blackboard site <http://bb.gvsu.edu/>). The application packet consists of the application, the essay as described in the application, a current resume, a current transcript and, optionally, a photo. Instructions for completing the application are provided during SW 348, on the Blackboard site, and in this manual.
- b. All applications must be typed;
- d. The completed application forms are to be submitted to the designated support person via e-mail. Additionally two hard copies must also be submitted to the designated support person within prescribed timelines;
- e. Faculty and Academic Advisor observations, concerns and suggestions/recommendations regarding each applicant are solicited by the Field Education office. The eligibility of each field candidate is determined and referred to the Field Education Office for placement. Coordination of eligibility is coordinated with the Director of the BSW program;
- f. The Field Education Office integrates the information from student applications, student interviews and faculty and takes into consideration students' educational growth needs, past experience(s), strengths, weaknesses,

interests, etc., in order to match students with the appropriate practicum setting;

- g. Field Instructors are advised of potential candidates for Field Education by the Field Office and asked to interview the student;
- h. Potential candidates will be informed in writing by the Field Office to schedule a pre-placement interview with a Field Instructor. Interviews should be arranged promptly. If a prompt interview cannot be scheduled, the Field Office should be contacted immediately;
- i. Field Instructors inform the Field Education Office of the acceptance or rejection of a student within 5 (five) working days following the pre-placement interview. The Field Education Office is notified of a student's acceptance through the completion of the Certification of Field Placement Form.

3. Precautions about Developing and Matching Field Practicum Placements

- a. Students are entitled to no more than two referrals for placement upon initial acceptance for Field Education. Every effort will be made to refer students to one of the three fields of practice indicated on their Application for Field Practicum form. Students are not expected to decline a placement internship if it is a field of practice they have selected unless there are exceptional circumstances. Non-acceptance of a student by two prospective placements will automatically result in a mandatory review by the Field Practicum Committee;
- b. Students may not develop field placements on their own and are not to initiate or to negotiate with agency personnel for purposes of arranging a placement setting; and,
- c. Students are expected to remain in the practicum placement for the full duration of the semester, commencing on the first day of classes and ending on the final day of classes.

4. Student Requirements for Continuation in Field

- a. Maintenance of a minimum G.P.A. of 3.0 in all Social Work classes throughout the Field Education experience;
- b. Ability to integrate and conceptualize course content as evidenced by Field Instructor's evaluations and feedback to Faculty Liaison;
- c. Performance in the field, including adherence to the *NASW Code of Ethics*;
- d. Satisfactory completion of required sequential BSW curriculum.

5. Student Responsibilities During Field Practicum

Student responsibility is a vital part of the learning process. Being in practicum requires students to be an active participant in their learning experience and that each student:

- a. Abide by the rules and conditions of placement established by the Faculty Liaison and the Field Instructor;
- b. Plan with the Faculty Liaison and Field Instructor how to accomplish learning goals and corresponding objectives. The plan must be codified in the form provided by the Student Learning Contract within four weeks after placement begins or the date established by the Faculty Liaison;
- c. Submit all written reports required by the Faculty Liaison and Field Instructor;
- d. Participate with the Faculty Liaison and Field Instructor in meetings and conferences designed to evaluate the student's progress and performance;
- e. Attend and participate in all Field Seminar sessions (15 hours per semester for 2 semesters);
- f. Be responsible for becoming familiar with the agency milieu and abide by the informal and formal norms for conduct present in the agency;
- g. Uphold the NASW *Code of Ethics*;
- h. Recognize their performance must be judged satisfactory by the Faculty Liaison in order to receive practicum credit. Faculty judgment is based on the student's performance in regard to the specific objectives and learning experiences arranged for the individual student, and the evaluation by the Field Instructor;
- i. Be an active learner in the educational process. This implies taking initiative to develop relationships with the field site staff, Faculty Liaison and peers in seminar;
- j. Secure some availability for field hours during regular business hours, e.g Monday – Friday, 8:00 a.m. – 5 p.m.
- k. Be responsible for providing her/his own transportation to and from the agency. Be prepared to travel 50 miles or more one way to a field practicum site; and,
- l. Be prepared to comply with background check reports if required by the field site. This may involve a cost for the student.

6. Evaluation of Student Performance in the Field Practicum

- a. The Student Learning Contract – Evaluation of student’s performance in Field Education is accomplished by the use of an individualized Student Learning Contract. Every student involved in a field practicum develops a Student Learning Contract for each of the two semesters of Field Education.

The Student Learning Contract is created as a cooperative effort between the student, the agency-based Field Instructor, and the Faculty Liaison. This Contract operationalizes the educational objectives of the student, relative to their semester of placement. It also specifies learning activities appropriate to the unique opportunities within each agency or organizational setting. The Student Learning Contracts for the final semester of Field Education reflect greater complexity as students progress in their studies. This is exemplified by the utilization of multiple intervention strategies, the assumption of appropriate practitioner roles within the agency, and the implementation of practice-based evaluation and ethical problem-solving.

In each semester of field practicum, methodology and evidence of the attainment of Student Learning Contract objectives are subject to regular assessment by the student, the agency-based Field Instructor, and the Faculty Liaison.

Students are expected to successfully complete all sections of the Student Learning Contract. Deficiencies may result in a range of actions from compulsory remediation and/or repeat of the course, to dismissal from the Master of Social Work program.

- b. Semester Field Evaluation – Student performance is formally evaluated by the Field Instructor at the end of each semester using the Semester Field Evaluation instrument, which corresponds to the goals specified in the Student Learning Contract. This evaluation is documented in writing and conveyed both to the student and to the Faculty Liaison. The Faculty Liaison determines the student’s grade in the field practicum for the semester based upon this evaluation as well as upon the student’s performance in the field practicum seminar.

Preparation for the Semester Field Evaluation is the responsibility of the agency-based Field Instructor. The evaluation must be signed by the Field Instructor, the student, and the Faculty Liaison each semester. Students must be given an opportunity to read the evaluation report before it is submitted to the Faculty Liaison. The evaluation must be signed by the student to indicate she/he has read the contents. Students may comment in writing to the Field Practicum Committee and/or Field Instructor regarding concerns of differing perspectives of their evaluation.

- c. Semester Grading – The credit/no-credit grading system is used by the Grand Valley State University School of Social Work in evaluating student performance in Field Education courses (both seminar and practicum). If a grade of “no credit” is anticipated, it is the responsibility of the Field Instructor to call this to the attention of the Faculty Liaison or vice versa at the earliest possible date. Although there are two field practicum courses, it is the School’s policy that a student may repeat only one semester of field (practicum and seminar). In the event the student does not achieve the objectives within the additional semester allowed, no credit is given and the student is not permitted to continue in the MSW program.

B. Field Practicum Assignment in Places of Employment (FPAPE) Guidelines

Student seeking a field practicum experience in their place of employment must receive approval by the School of Social Work. While this is not always the ideal situation, there are times when a field practicum assignment in places of employment (FPAPE) can be beneficial for the student and employer. To this end, field practicum assignment in places of employment must be educationally focused, and structured appropriately to achieve the goals and objectives of the field practicum course.

1. All field practicum assignment in places of employment (FPAPE) must meet the following criteria:
2. The student/employee has been employed at the agency for a minimum of 1 year prior to applying for a FPAPE or have an employment history that demonstrates an ability to be successful in this setting.
3. The field placement must be in a different program within the agency. In order to provide new learning opportunities, the field experience must be in an area that is different from where the student is currently employed, has been employed, or had a previous field experience.
4. The agency will provide a Field Instructor who has a MSW with at least two years post-masters experience.
5. The Field Instructor must have been employed at the agency for at least one year.
6. The Field Instructor must be a different person than the student’s current employment supervisor.
7. The agency must be willing to establish an affiliation agreement with the School of Social Work, if one does not already exist.
8. The agency must be willing to allow the student/employee to attend classes and have an educationally focused field experience.
9. The agency must be willing to allow the Field Instructor to attend field education training and seminars and to have sufficient time to provide the minimum of at least one hour/week supervision for the student.

10. The agency must be able to provide an advanced generalist placement experience.
11. The FPAPE application must be received by the deadline specified on the form. The application can be found on Blackboard. Once the application is returned to the Field Education Office, it will be reviewed and a response will be given as soon as possible to indicate whether or not the placement has been approved. A site visit will be required as part of the application review process prior to determining approval.

If there are any questions about the field practicum assignment in places of employment process, please contact the Field Education Office at 616-331-6550.

IV. Policies and Procedures Regarding Field Practicum

This section provides general guidelines for Field Education. Other policies, practices and procedures are identified throughout the School of Social Work Student Handbook, available on the School of Social Work website at <http://www.gvsu.edu/ssw>

A. Policies and Procedures Concerning Conflict Resolution/Termination

If a student is experiencing major difficulties in the School and/or placement setting, every effort is made to use informal problem-solving methods to reach solutions. The formal grievance procedures are applied should informal techniques fall short. The placement setting, School of Social Work, or student may initiate termination, keeping the Director of Field Education informed of each step. Initial efforts to reach a resolution include:

1. Discussions between the Field Instructor and the student. Written guidelines addressing the issues are developed in these discussions and provided to all parties (student, Field Instructor, and Faculty Liaison).
2. Individual and joint meetings between the Faculty Liaison, the student, and the Field Instructor are arranged by the Faculty Liaison to facilitate problem resolution. Again, written guidelines are to be provided all parties (student, Field Instructor, and Faculty Liaison).
3. The Director of Field Education, the Assistant Director or the BSW Program Director may be brought into these meetings at the request of the Faculty Liaison.
4. In lieu of resolution, written notification of the intent and/or decision to terminate is to be sent from the initiator to the Director of Field Education and the other parties in the contract. Reasons for termination are to be clearly specified by the initiator.
5. Upon receipt of the written request for termination, the Faculty Liaison will meet with both parties to arrange for the student's termination from the agency placement.
6. If indicated, the decision will be recorded on the student's record.
7. Within ten (10) working days of the receipt of the letter requesting termination, the Faculty Liaison prepares a report for review by the Field Practicum Committee, convened by the Director of Field Education, for a decision. The student is invited to attend this meeting of the Field Practicum Committee for the expressed purpose of presenting her/his material. The Practicum Committee renders a wide range of decisions, not limited to the following:
 - a. Award credit for Field Education;
 - b. Permission to withdraw without penalty;
 - c. Award no-credit for Field Education;

- d. Termination from Field Education; and,
 - e. Termination from BSW program.
8. Within ten (10) working days of the Field Practicum Committee's decision, the Director of Field Education sends notification to the student of the Committee's decision and it becomes a part of the student's record.
- Note:** Students are not penalized when a change of placement is necessary because their field practicum agency is unable to or fails to meet conditions of the Affiliation Agreement.
9. In the event a student's academic performance or professional conduct falls outside of the acceptable range, the School of Social Work exercises its right to terminate the student's field practicum placement and enrollment in the School.
10. The School of Social Work exercises its right to terminate a student's field practicum placement and/or enrollment in the BSW program for disregarding professional ethics and academic norms, and/or displaying inappropriate conduct. Academic dishonesty or other violations of the Student Code or other University codes of behavior are some of the grounds for automatic dismissal from the BSW program.

B. Policies Concerning Field Practicum Grievances

Should a student feel aggrieved after the completion of steps 1 - 10 outlined previously, or in any other matter pertaining to the Field Education experience, the student may appeal to the Practicum Review Committee (composed of the Director of Field Education, the Faculty Liaison, the student's Academic Advisor and an additional Social Work faculty member selected by the student), and finally to the Director of the School of Social Work. It is the responsibility of the student to establish grounds for the appeal.

The Practicum Review Committee will convene within eight (8) working days of the student's written request for appeal. The Director of Field Education will notify the student by registered mail (return receipt) of the Practicum Review Committee's decision within eight (8) working days of the rendered decision. If the Practicum Review Committee's decision is appealed to the Director of the School of Social Work, the Director will hear the appeal within ten (10) working days of the written appeal request. The student will be notified by registered mail of the Director's decision within ten (10) working days of the appeal hearing.

It must be remembered that students are assigned to agencies on the basis of the student's learning needs, career goals, and the agency's service delivery system. Hence, students are expected to handle field assignments in a mature manner, and with the understanding that legitimate and logical concerns may be discussed with the Faculty Liaison, Field Instructor, and the Director of Field Education.

C. Policies Governing Students

1. While in Field Education students follow the GVSU academic calendar. Students in School Social Work settings may be asked to follow the calendar of the school to which they have been assigned.
2. Students are expected to make initial contact and have regular meetings with the Academic Advisor to whom they have been assigned. The advisor provides advice and guidance for career and professional development, course registrations, has vital input in field practicum placements, conducts graduation audits, and is an advocate for students.
3. Students are expected to follow standards of professional and academic conduct specified in the University Student Code of Conduct, School of Social Work Student Handbook, Field Practicum Manual, the NASW *Code of Ethics*, and Field Practicum Agency Guidelines.
4. The student is expected to do her/his own work and to honor ethics related to academic honesty. Violations of the Student Code of Conduct, including those about plagiarism and the integrity of scholarship and grades, may result in the award of the “F” grade in a course, no credit in Field Education, and/or referral for disciplinary action.
5. Students enrolled in the BSW program are expected to manifest emotional maturity, stable mental and physical health, and conformity with the NASW *Code of Ethics* in classroom demeanor, in oral and written assignments, and in Field Education settings.
6. In the event of a work stoppage, students should not report to their Field Education site. The student should contact her/his Faculty Liaison if there is any question about how to proceed.

D. Policies Governing School/Agency Relationships

1. The agency where students are to be placed enters into an Affiliation Agreement with the School of Social Work and Grand Valley State University for the specific learning experiences to be provided.
2. The student shall provide her/his own transportation to and from the agency. Students may need to travel 50 miles or more to a field placement agency. Expenses of travel on agency business other than to and from the agency shall be covered by the agency.
3. Attendance at approved conferences may be included as field hours if mutually agreed-upon by the Field Instructor and the student with the support of the Faculty Liaison. Attendance at such conferences is assumed to be limited to a few days per academic year.
4. Students should not be expected or allowed to spend more field hours each week than stated in the school agency agreement except in urgent situations. Compensatory time should be arranged following such an occurrence. It is the

Field Instructor's responsibility to note extra hours and plan with the student for compensatory release time.

5. All field practicum experiences should follow the Grand Valley State University Academic Calendar. Regularly scheduled semester breaks and holidays are to be observed. Exceptions must be discussed with the Faculty Liaison in advance.
6. The GVSU School of Social Work will provide the agency with appropriate information about the student (as per the student's written permission for such disclosure) including academic preparation, previous Social Work job experiences, and the student's career goals.
7. The agency will consider for field practicum placement only those student(s) referred by the GVSU School of Social Work Director of Field Education, and only for the specified period.
8. After the agency interview with student(s), the agency will inform the Director of Field Education of the acceptance/denial of the student(s) for a field practicum placement in their agency. The agency's decision is final and therefore, is not to be re-negotiated by any GVSU-SSW student(s).
9. GVSU School of Social Work will provide a Faculty Liaison throughout the placement period. A minimum of two agency visits (pre-arranged for mutual convenience) per semester will be conducted.

E. Field Practicum Grades Policies

Grades are based on adherence to requirements explicated in the syllabus and discussed in class. Students may be awarded the "I" grade only under specific conditions fully discussed with and approved by the Faculty Liaison, as defined in the GVSU catalog. Neither the "W" nor "I" grade is awarded in lieu of the "No Credit" grade.

1. Students register for Field Education concurrently with a Field Education Seminar. These two courses are registered separately but are inextricably related. Field Education and the Field Education Seminar are graded "credit" or "no credit". In order to receive credit the student must earn the "credit" grade in both Field Education and Field Education Seminar. Grading is the responsibility of the Faculty Liaison. If a grade is questioned by the student, the appeal and grievance procedures outlined in the School of Social Work Student Handbook will apply.
2. Students are required to fulfill 210 hours per semester in the field practicum setting and 15 hours per semester in Field Education Seminar;
4. The Faculty Liaison is responsible for monitoring each student's progress in field, leading seminar, enforcing attendance standards, and awarding the final grade. Thus, should the student fail to satisfy requirements in either field and/or seminar, the Faculty Liaison may refer the student to the Director of Field Education.
5. The Director of Field Education assesses the total situation and may require the student to appear before the Field Practicum Committee to provide reasons for her/his failure to satisfy requirement(s).

6. When matters are referred to the Field Practicum Committee, the Committee will review the details and have the authority to issue a range of recommendations to remedy the situation. Recommendations may include:
 - a. Requiring students to complete remedial assignment(s) within a specific time frame;
 - b. Requiring the student to repeat the field experience and the seminar;
 - c. Immediately placing students in a new practicum setting;
 - d. Recommending to the BSW Director the student's dismissal from the Bachelor of Social Work program.

All students have the right to appeal decisions rendered by the Field Practicum Committee to a Practicum Review Committee, consisting of the Director of Field Education, the Faculty Liaison, student's Academic Advisor and a Social Work faculty member of the student's choice. If not resolved at this level, the next step in the appeal process is to appeal to the Director of the School of Social Work. Throughout the appeal process, all student appeal requests must be in written form.

7. Students and faculty use informal problem-solving methods in attempts to reach solutions to issues and problems. Formal grievance procedures are applied should informal techniques fall short of satisfying all parties involved.
8. It is the student's responsibility to inform the Faculty Liaison of any extenuating circumstances which may interfere with her/his fulfillment of course requirements.
9. School of Social Work faculty members perform a "gatekeeping" role for the profession. Hence, faculty members are responsible to engage a student in problem-solving when academic, ethical and/or other professional practice issues arise.
10. Students who violate the GVSU Student Code of Conduct, School of Social Work policies, *NASW Code of Ethics*, and/or Field Practicum Agency procedures are subject to disciplinary action. Students' right to due process and appeal are respected.
11. School of Social Work actions for below standard academic work and/or ethical violations may range from reprimand and additional course work to probationary status to termination of enrollment in the MSW program.
12. In those instances when the policies and practices employed by the School or University have not been successful in resolving a student's academic, personal and /or professional issue (s) the student may be terminated from the BSW program.
13. Faculty actions may not be arbitrary or unfairly directed at a student or student group. Students' rights are respected in all matters pertaining to the School's educational mission and objectives for Social Work education.

14. All disciplinary decisions rendered by faculty committees and/or the Director of the School of Social Work are communicated to the student via mail “Certified-Return Receipt Requested”.

F. Policies Related to Harassment

1. **Sexual Harassment:** Sexual harassment, including same-sex sexual harassment, is any unwanted attention of a sexual nature from someone in the workplace or classroom that causes discomfort or interferes with work or academic performance.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made-either explicitly or implicitly- a term or condition of an individual's employment, education, living environment or participation in any college activity;
- Submission to or rejection of such conduct is used as the basis for or factor in decisions affecting an individual's employment, education, living environment, or participation in any college activity;
- Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance, or creating an intimidating, hostile, offensive or abusive environment for that individual's employment education, living environment, or participation in any college activity.

Some examples that may constitute sexual harassment are

- Repeated requests or pressure for dates
- Unwanted offensive contacts outside the workplace
- Disparaging sexual remarks about one's gender or sexual orientation, that unreasonably interfere with the individual's learning or working
- Physical aggression such as pinching or patting
- Verbal sexual abuse disguised as fun
- Offensive sexual jokes

These examples do not include all types of conduct that can constitute sexual harassment. Each situation must be considered in light of specific facts and circumstances to determine if sexual harassment has occurred. Same-sex sexual harassment may involve these same types of conduct when exhibited by a member of the same gender.

If you believe you have been or are being harassed at your placement, please contact the Director of Field Education at the School of Social Work office at (616) 331-6550.

2. **Ethnic or Racial Harassment:** Harassment for any reason is never acceptable. If you have been made to feel uncomfortable, intimidated, or unwanted, you should talk to someone about your concern. You have the responsibility to report incidents promptly, as it is often difficult to trace the facts long after they occurred. It is recommended that complaints be filed within sixty (60) calendar days of the alleged incident.

If you believe you have been or are being harassed at your placement, please contact the Director of Field Education at the School of Social Work office (616)331-6550.

G. Course Waivers and Academic Credit

No academic credit for life experience and/or previous work experience is given, in whole or in part, in lieu of the field practicum or courses in the BSW Program.

V. Additional Information Regarding Field Practicum

A. Faculty Liaison Site Visit Protocol

1. First Semester (SW490)

- a. Visit 1 – Discussion will contain the following:
 - i. Faculty Liaison role with Field Instructor
 - ii. Student hours required (210 per semester)
 - iii. Need for weekly supervision (individual or group)
 - iv. Student Learning Contract expectations
 - v. Evaluation procedures for end of semester
 - vi. Coordination of field experiences with classroom learning and assignments
 - vii. Conferences/learning opportunities-process to give agency credit for hours
 - viii. Need for micro and macro opportunities
 - ix. Review of facility

- b. Visit 2 – Topics for discussion will include:
 - i. Review i-iv above
 - ii. Go over Student Learning Contract and evaluation (student's and Field Instructor's)
 - iv. Review hours and need for makeup time
 - v. Discuss any Faculty Liaison personnel changes for second semester
 - vi. Transition into second semester

2. Second Semester (SW 491)

- a. Visit 1 – Areas to cover include:
 - i. Student Learning Contract for semester two
 - ii. Identify need of increased autonomy and micro and macro focus
 - iii. Focus on deepening the learning opportunities
 - iv. Need for student to secure access to demonstrate learning (audio, video, transcript)
 - v. Coordination with course work/practice classes
 - vi. Planning for termination

- b. Visit 2 – Discussion will include:
 - i. Student Learning Contract goals and semester evaluation
 - ii. Review hours and any loose ends;
 - iii. Termination

B. Student Safety Guidelines

1. Field Education Placement Guidelines for Risk Reduction

Field Education sites are expected to provide students with orientation to the placement setting. This includes discussing policies and procedures pertaining to the student intern. If the Field Instructor does not provide this orientation, students should ask for it. Students should also learn about the field site's formal and/or informal methods for assessing and handling risky situations. Each situation is different, but the guidelines that follow may generally apply in the management of potentially dangerous situations:

- a. In the event an incident of risk or danger occurs during field placement:
 - Follow the practicum site procedures to manage the immediate situation and report the incident;
 - Get any needed medical care, notify, and debrief with your field instructor;
 - **IMMEDIATELY report the incident to your Field Instructor, Faculty Liaison, and/or the Director of Field Education in the School of Social Work office 616-331-6550;** and,
 - Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help if needed.
- b. Students are expected to comply with field site standards regarding:
 - Personal safety;
 - Safety protocols, including building and office security, emergency procedures, management of violent clients, and home visit safety procedures;
 - Infectious disease control procedures and OSHA requirements;
 - Working with high-risk clients; and,
 - Use of a personally owned vehicle and specifying that the vehicle is insured and in good working order when making community- based visits and/or transporting clients on fieldwork business.

- c. Placement sites are encouraged to have policies and procedures regarding employee and student safety. These policies should be reviewed, prioritized, and reinforced on a regular basis. Students need to be:
 - Exposed to triaging client situations, peer review (where possible), and the importance of seeking consultation in potentially unsafe situations;
 - Instructed and informed about cases that are “at risk” and students should receive more intense supervision, consultation and monitoring with these cases;
 - Assisted in understanding individual and group differences when it comes to accurately interpreting behavior; and,
 - Debriefed after any incident.

- d. Orientation to the Field Education Site should include:
 - Information about the prevalence of, or potential for, violence while in the field placement assignments;
 - Orientation to the surrounding community and neighborhoods, or areas where the student may work, and discuss concerns that students may have regarding their work in a community-based setting;
 - Opportunities for students to observe and shadow their Field Instructor on community-based visits;
 - Allow Field Instructors opportunities to observe and mentor students on community-based visits;
 - Provide resources (such as safety training, pagers, cellular telephones, etc.) to students for community-based visits if available to staff; and,
 - Carefully consider all assignments given to students and assess the assignments’ potential for risk, as well as the student’s ability to perform the assignment.

VI. Frequently Asked Questions

Listed below are several questions students commonly ask regarding Practicum (or Field) Placement. This list is not exhaustive, and it may not capture the question(s) that you might consider the most important to you. However, the questions below may respond to concerns you have, and/or generate discussion of other issues/questions.

1. *Do all students have to do a Practicum?*

All students who wish to obtain a Bachelor's Degree in Social Work must successfully complete field practicum from an accredited school of Social Work.

2. *Can students do their placements at their places of employment?*

Yes, it can be done, but it is not recommended or encouraged. It must be established that the agency meets certain criteria before the place of employment can be considered. Paramount among them is that the agency must have the capacity and willingness to provide the appropriate supervision and release time for the student. Students' growth and experience is sometimes hindered in such arrangements. Students have had to choose between employment responsibilities and fulfilling practicum requirements.

3. *Do students have input in the selection of their field placement site?*

Students are asked to indicate three fields of practice they wish to be considered for potential placement sites. Competition from peers within the School of Social Work and from students from other universities is stiff. To ask students for only one area of interest severely limits chances of securing a placement interview in an area a student might wish to pursue. Every effort is made to obtain an interview for students in one of the three areas they have selected.

4. *Do students arrange their own placements?*

Students are welcome to give suggestions for field placement development to the Director of Field Education. However, it is the field of practice, not a specific agency that guides our efforts to secure a placement interview for students. Students may not arrange, set-up, and/or interview for field placements on their own. All practicum placements are made by the School of Social Work.

5. *Can students work while doing their field placement?*

Many students work while doing their field placements. Full-time employment is not encouraged. When students reach the point in their education where their field practicum is the next order of business, they must prepare to make the adjustments necessary to engage in and commit to 15 hours per week of field/seminar.

6. *Do practicum hours missed because of illness, personal circumstances, etc. have to be made up?*

Yes. All students must successfully complete 450 hours of Field Education over the course of two semesters in order to graduate with a Bachelor of Social Work degree.

7. *Do students have more than one practicum placement?*

Only in exceptional/unusual circumstances do students have more than one field placement. Any exception to this rule is made by the Field Practicum Committee.

8. *Is there a seminar that accompanies field placements?*

Yes, and attendance is required, as 15 of your Field Education hours are completed in your seminar class each semester.

Appendix A: Placement Interview & Resume Tips



An interview is your chance to exchange information with the potential field site. Not only is it time for the interviewer to evaluate your skills, but it is also your opportunity to listen and obtain information regarding the internship position, work environment and organization.

Structure of the Interview

Most interviews are structured so that the greatest amount of information can be exchanged in a small amount of time. Communication must flow smoothly throughout the interview in order for it to be successful. There are usually three parts to every interview: The introduction/summary, the body, and the close.

- 1) The introduction, or summary, is used to develop rapport between the interviewer and the candidate. The interviewer will "break the ice" and attempt to put you at ease. The interviewer's first impression of you will be set during this portion of the interview. General questions may be asked. Don't forget to:
 - Offer a sincere handshake.
 - Smile.
 - Remain standing until offered a seat.
 - Maintain direct eye contact.
 - Introduce yourself confidently.
 - Sit with good posture.
 - Call the interviewer by her/his last name unless told otherwise.
- 2) The body of the interview deals with specific information. Questions and answers are exchanged in order to determine your qualifications for the internship. The interviewer is monitoring how you handle yourself and if you appear to be motivated.

Remember:

- Be yourself.
- Be able to talk for two minutes about yourself.
- Be honest.
- Use proper English.
- Point out your skills.
- Use examples to support statements.

- If asked, be prepared to either offer a weakness that is positive, or to state what action you are taking to correct your weakness.
- 3) The interview generally comes to a close when the interviewer asks you if you have any questions about the organization or internship, thanks you for coming and may tell you when you will be contacted. Use this opportunity to make a final lasting impression on the employer by:
- Asking intelligent questions (prepare 2-3 questions prior to the interview).
 - Expressing your interest in the site.
 - Initiating a final handshake.
 - Thanking the interviewer for her/his time.

Common Interview Questions

- Tell me about yourself.
- What are your strengths and weaknesses?
- What are your long-range and short-range goals and objectives?
- What do you look for in a supervisor?
- What type of activities were you involved in during school?
- How do you deal with stress?
- How do you approach problem solving?
- Why did you choose your field of study?
- What contributions can you make to our agency/organization?
- Why are you interested in this organization?
- Do you prefer working with others or by yourself? Why?
- What are the two most important things you look for in an internship?
- What do you know about us?
- Describe a situation in which you were faced with a conflict and how you resolved it.
- Describe your most significant accomplishment.

What are the most common résumé mistakes?

- Using a résumé wizard/template instead of starting with a blank document
- Focusing on what you hope to gain, instead of on how you can contribute
- Describing job duties instead of unique contributions and/or results; for example, “Helped organize fund-raiser” vs. “Secured \$2,000 in donations for community fund-raiser, using direct mail and public speaking skills.”
- Failing to proofread
- Using personal pronouns, such as I, me, or my
- Listing an unprofessional email address (such as wildchild@ ...)

Appendix B: Fields of Practice & Common Areas of Focus

The following list of topics is provided to offer some idea of the many fields of practice in which Advanced Generalist Social Workers are employed.

Aging

- Advanced care planning
- Advocacy
- Counseling older people and their families
- Discrimination
- Education
- Elder abuse
- Employment
- Health and mental health issues
- Housing

Children, Adolescents, and Young Adults

- Early childhood
- Growth and development
- Intervention and actions in support of positive youth development
- Life transitions through young adulthood
- Physical, emotional, and behavior disorders

Child Welfare

- Child protective services
- Clinical and case management services
- Family preservation support services
- Program administration
- Teaching high school and college students about Social Work and child welfare

Criminal Justice/Corrections

- Counseling/Therapy
- Parole
- Probation
- Rehabilitation
- Victim assistance
- Youth services

Developmental Disabilities

- Case management

- Policy development
- Program planning and evaluation
- Research

Medical Social Work

- Administration
- Adult health
- Advocacy
- Case management
- Chronic care
- Pediatrics
- Public health issues
- Rehabilitation

Mental Health

- Advocacy
- Case management
- Community mental health
- Coordination of care
- Counseling
- Direct services
- Disaster relief

Occupational

- Counseling
- Education
- Employee assistance
- Human Resources
- Organizational development
- Wellness promotion

School Social Work

- Collaboration with community agencies and organizations
- Crisis prevention and intervention
- Individual and group counseling
- Parent education and training
- Policy development
- Program coordination
- Social development assessments

Social and Economic Justice and Peace

- Administration and planning
- Case management
- Community development
- Community practice
- Conflict resolution
- Grassroots mobilization
- Lobbying
- Outreach
- Policy setting
- Program development and evaluation
- Public awareness efforts
- Research

Substance Abuse

- Advocacy
- Counseling
- Education
- Referrals
- Research
- Screening and assessment

Appendix C: Sample Field Practicum Sites for the Grand Rapids, Holland, and Muskegon Areas

This is a sample listing for field practicum. For a complete listing of Field Practicum Sites, please see Blackboard at <http://bb.gvsu.edu>

17th Circuit Court - Family Division	Ionia County CMH Center
Allegan County CMH Services	Ionia County ISD
Allegan County DHS	Kalamazoo County DHS
Allendale Public Schools	Lutheran Child and Family Services
Alternative Directions	Memorial Medical Cntr of W MI-Hadley Psych
Aquinas College Counseling Center	Metropolitan Hospital
Arbor Circle Corporation	Michigan Foster and Adoptive Parent Association
Baxter Community Center	Michigan Indian Child Welfare Agency
Bethany Christian Services	Muskegon Area ISD
Big Rapids Public Schools	Muskegon County CMH—Brinks Residence Network 180
Calhoun County DHS	Newaygo County CMH
Camp Fire USA of West Michigan	OAR, Inc.
Capital Area Center for Independent Living	Ottawa County Family Court-CHOICE
Catholic Charities of West Michigan	Peckham, Inc.
Child Abuse Council of Muskegon	Pine Rest
Children's Assessment Center - Holland	Relief After Violent Encounter (RAVE)
Children's Assessment Center (DHS) - GR	Riverwood Center
Commission on Aging	Rockford Public Schools - North Middle
Community Health Services	Senator Debbie Stabenow
D.A. Blodgett Services for Children and Families	Spectrum Health Care Services
Disability Advocates (formerly GRCIL)	St. John's Home
Divata Dialysis Inc.	St. Joseph Intermediate School District
Every Woman's Place, Inc.	St. Mary's Hospital Cancer Center
Family Outreach Center	Touchstone Innovare - Transitions
Goodwill Industries of West Mi.	Wedgwood Christian Services
Goodwill Industries of N. Michigan	West Shore Counseling/Circle of Courage
Grand Haven Area Public Schools	Women's Resource Center
Grand Rapids Foundation	Wyoming Public Schools
Grand Rapids Police Department	Y.W.C.A. Counseling Center
Grant Elementary	
GRPS - Henry Paideia Academy	
GRPS - KEC Beltline Off Campus Sites	
GVSU - Counseling & Career Svc. Cntr.	
Heartside Ministry, Inc.	
Holland Community Hospital	
Holland Public Schools	
Hospice of Michigan	
Hudsonville Public Schools	

NOTE: At the time of this printing, the agencies listed here function as potential field practicum sites for students. This list is not meant to be exhaustive and/or exclusive and therefore may not be completely reflective of the broad scope of practicum placement sites at any given time.

Appendix D: Sample Field Education Syllabi

F-I SW490/492 Field Education I

F-II SW491/493 Field Education II



SW490: Field Education I

Corequisite: SW492	Location	Semester, year
Professor		Credits: 1
Email		
SSW office: 616-331-6550		

MISSION AND GOALS

School of Social Work Mission

The School of Social Work prepares its students to attain social work practice and professional leadership; advance the field's knowledge of effective professional practice and education through research and evaluation; enhance and sustain the welfare and well-being of the citizens, organizations and communities of West Michigan, the state, the nation, and the world; and further the goals of the University and of the social work profession in this region and beyond.

All of the School's programs are grounded in the profession's body of knowledge, values and skills that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; prevent and alleviate personal, interpersonal, organizational and societal problems; and improve the conditions that limit human development and adversely impact the quality of human life. The School celebrates and affirms the importance of diversity in all of its forms, and it supports the expansion of human rights, cultural competence, empowerment, social and political justice, civic participation and equality in West Michigan and around the world.

The School's legacy emphasizes on social justice and on meeting the significant professional workforce needs of an expansive West Michigan social services sector remain strong. A third distinctive feature of the School is its integration and promotion of domestic and international service learning opportunities that prepare of students for 21st century practice in increasingly global economic and social contexts.

B.S.W. Program Goals

- To prepare BSW graduates for entry into the social work profession as generalist social work practitioners.
- Prepare students for continued professional development opportunities.

Council on Social Work Education [CSWE]: Commission on Accreditation [CSWE, CA]. (2008). *Educational policy and accreditation standards* [EPAS].

COURSE DESCRIPTION

Field practicum I is the first in a two part series of courses which integrates the BSW generalist curriculum and its competencies and practice behaviors into applied field work. This integration of direct practice opportunity and structured, guided learning serves as the primary vehicle for student skill development.

This field practicum course requires attendance at an assigned field site and assignments from the field site supervisor unique to the social work setting. Successful completion of the course requires completion of the required hours and attainment of the required benchmarks on the assessment and learning contract. Students are required to participate in concurrent attendance with SW492, Social Work Field Seminar I, a course designed to integrate classroom teaching, supervision and evaluation with student placement in a social agency.

CORE COMPETENCIES & PRACTICE BEHAVIORS

Field Education: The Signature Pedagogy

Field education is the signature pedagogy of social work education and offers students opportunities to fully integrate and practice the skills necessary to demonstrate achievement with the School of Social Work's competencies and practice behaviors. Field education provides practical application of values, skills and knowledge introduced to students in foundation and advanced coursework. Using carefully selected community partnerships and at the direction of qualified field instructor's students become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk. Participation in the guided seminar class assists the student to assimilate course content with community based learning.

CORE COMPETENCIES & PRACTICE BEHAVIORS

1. Core Competency: Identify with social work profession (2.1.1)

Practice Behaviors:

- a) Advocate for client access to the services of social work;

- Skill Benchmark** - Identifies social work services that could benefit the client. Takes initiative to learn about social systems and explore client options.
- b) Practice personal reflection and self correction to assure continual professional development;
Skill Benchmark - Able to recognize complexity in behavior. Will discuss and is open to multiple interpretations. Demonstrates self-reflection.
- c) Attend to professional roles and boundaries;
Skill Benchmark - Can identify mistakes made and learn from them. Beginning ability to negotiate roles and boundaries.
- d) Demonstrate professional demeanor in behavior, appearance, and communication;
Skill Benchmark - Adjusts dress and behavior to match situation and circumstance within agency settings and practice.
Skill Benchmark - Works well with others. Dependable team member. Effective conflict resolution skills.
- e) Engage in career-long learning;
Skill Benchmark - Participates in professional development opportunities. Solicits feedback and information from more experienced professionals.
- f) Use supervision and consultation
Skill Benchmark - Changes his/her behavior(s) after receiving information or feedback from a supervisor or more experienced social worker (consultant). Can list two or more ways supervision has been used in field experience.

2. Core Competency: Apply ethical principles in practice. **(2.1.2)**

Practice Behaviors:

- a) Recognize and manage personal values in a way that allows professional values to guide practice;
Skill Benchmark - Describes value differences between self and client. Demonstrates an acceptance of clients' right to self-determine their behavior.
- b) 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;
Skill Benchmark - References the social work Code of Ethics in making decisions. Able to identify ethical dilemmas in social work practice.
- c) Tolerate ambiguity in resolving ethical conflicts;
Skill Benchmark - Verbalizes recognition of divergent perspectives on how to resolve ethical conflicts in professional practice situations. Asks for help to resolve ethical conflicts.
- d) Apply strategies of ethical reasoning to arrive at principled decisions.
Skill Benchmark - Verbalizes recognition of divergent perspectives on how to resolve ethical conflicts in professional practice situations. Asks for help to resolve ethical conflicts.

3. Core Competency: Apply critical thinking in practice **(2.1.1)**

Practice Behaviors:

- a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
Skill Benchmark - Uses more than a single source of knowledge in making professional decisions. Describes the strengths and weaknesses of different sources of knowledge.

- Able to identify and prioritize most significant issues.
- b) Analyze models of assessment, prevention, intervention, and evaluation;
Skill Benchmark - Describes the strengths and weaknesses of different models of assessment, prevention, intervention and evaluation.
 - c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Skill Benchmark - Written or oral presentation needs development. Responds positively to constructive criticism and incorporates changes into written and verbal reporting.

4. Core Competency: Incorporate diversity into practice (2.1.1)

Practice Behaviors:

- a) Recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, create, or enhance privilege and power;
Skill Benchmark - Able to articulate how cultural structures and values can generate inequalities. Describes her/his understanding of how cultural structures and values operate in society when discussing client situation.
- b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
Skill Benchmark - Completes and shares a self-assessment of his/her personal biases and values with respect to serving diverse clients. Able to discuss ways to address biases. Able to list at least three ways cultural structures operate in social systems.
- c) Recognize and communicate their understanding of importance of difference in shaping life experiences;
Skill Benchmark - Able to articulate how cultural structures and values can generate inequalities. Describes her/his understanding of how cultural structures and values operate in society when discussing client situation.
- d) View themselves as learners and engage those with whom they work as informants.
Skill Benchmark - Completes and shares a self-assessment of his/her personal biases and values with respect to serving diverse clients. Able to discuss ways to address biases. Able to list at least three ways cultural structures operate in social systems.

5. Core Competency: Advocate for human rights and social justice (2.1.5)

Practice Behaviors:

- a) Understand the forms and mechanisms of oppression and discrimination;
Skill Benchmark - Describes several forms of oppression and discrimination. Explains how the forms of oppression and discrimination are employed and maintained in client systems.
- b) Advocate for human rights and social and economic justice;
Skill Benchmark - Able to identify an issue relevant to field of practice and discuss the impact of oppression and discrimination in service delivering.
- c) Engage in practices that advance social and economic justice.
Skill Benchmark - Speaks, writes or otherwise expresses an opinion that advances economic and/or social justice for others. Initiates action to promote social justice in service delivery to clients.

6. Core Competency: Engage in informed research (2.1.6)

Practice Behaviors:

- a) Use practice experience to inform scientific inquiry;
Skill Benchmark - Uses an experience from the field in formulating or answering a research or evaluation question, or developing a research hypothesis.

- b) Use research evidence to inform practice.
Skill Benchmark - Cites specific research evidence from the social work professional literature or a related profession's scientific evidence base that has influenced her or his practice decisions.

7. *Core Competency: Apply knowledge of human behavior in the social environment (2.1.7)*

Practice Behaviors:

- a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
Skill Benchmark - Provides a verbal or written justification for assessment, intervention or evaluation practices with clients that are grounded in social work theories or models.
- b) Critique and apply knowledge to understand person and environment.
Skill Benchmark - Able to consider multiple factors affecting client systems and incorporate this understanding in practice.

8. *Core Competency: Engage in policy practice to advance social and economic well-being (2.1.8)*

Practice Behaviors:

- a) Analyze, formulate, and advocate for policies that advance social well-being;
Skill Benchmark - Describe his/her rationale for supporting one or more social policies to advance client well-being.
- b) Collaborate with colleagues and clients for effective policy action.
Skill Benchmark - Describe his/her rationale for supporting one or more social policies to advance client well-being.

9. *Core Competency: Respond to contexts that shape practice (2.1.9)*

Practice Behaviors:

- a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
Skill Benchmark - Demonstrates an awareness of how changes in locale and populations affects client service needs. Identifies this dynamic using agency client population.
- b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
Skill Benchmark - Demonstrates an awareness of how changes in locale and populations affects client service needs. Identifies this dynamic using agency client population.

10. *Core Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (2.1.10)*

Practice Behaviors:

Engagement

- a) Substantively and effectively prepare for action with individuals, families, groups organizations and communities;
Skill Benchmark - Lists activities completed in preparation for working with clients. Responds empathetically using engagement skills. Focuses effectively on client issues.

- b) Use empathy and other interpersonal skills;
Skill Benchmark - Lists activities completed in preparation for working with clients. Responds empathetically using engagement skills. Focuses effectively on client issues.
- c) Develop a mutually agreed-on focus of work and desired outcomes.
Skill Benchmark - Lists activities completed in preparation for working with clients. Responds empathetically using engagement skills. Focuses effectively on client issues.

Assessment

- d) Collect, organize, and interpret client data;
Skill Benchmark - Demonstrates ability to prioritize, collect, organize information and describe client strengths and weaknesses. Begins to identify goals and plans.
- e) Assess client strengths and limitations;
Skill Benchmark - Demonstrates ability to prioritize, collect, organize information and describe client strengths and weaknesses. Begins to identify goals and plans.
- f) Develop mutually agreed-on intervention goals and objectives;
Skill Benchmark - Demonstrates ability to prioritize, collect, organize information and describe client strengths and weaknesses. Begins to identify goals and plans.
- g) Select appropriate intervention strategies.
Skill Benchmark - Demonstrates ability to prioritize, collect, organize information and describe client strengths and weaknesses. Begins to identify goals and plans.

Intervention

- h) Initiate actions to achieve organizational goals;
Skill Benchmark - Collaborates with client and professionals to develop and explain realistic intervention plan. Able to act on own accord. Shows skill in negotiation and transitions.
- i) Implement interventions that enhance client capacities;
Skill Benchmark - Collaborates with client and professionals to develop and explain realistic intervention plan. Able to act on own accord. Shows skill in negotiation and transitions.
- j) Help clients resolve problems;
Skill Benchmark - Collaborates with client and professionals to develop and explain realistic intervention plan. Able to act on own accord. Shows skill in negotiation and transitions.
- k) Negotiate, mediate, and advocate for clients;
Skill Benchmark - Collaborates with client and professionals to develop and explain realistic intervention plan. Able to act on own accord. Shows skill in negotiation and transitions.
- l) Facilitate transitions and endings.
Skill Benchmark - Collaborates with client and professionals to develop and explain realistic intervention plan. Able to act on own accord. Shows skill in negotiation and transitions.

Evaluation

- m) Critically analyze, monitor, and evaluate interventions.
Skill Benchmark - Describes the strengths and weaknesses of two or more interventions with clients.

Article I. REQUIRED READINGS

NASW Code of Ethics

Manual for BSW Field Practicum in Social Work: Policies and Procedures

Students are expected to read articles and other materials related to this Field practicum and related population.

Section 1.01 COURSE REQUIREMENTS

Field Education I requires 225 clock hours in a field education setting approved by the School of Social Work. Fifteen of the 225 hours are earned in seminar SW 492. Seminar and Field Education are inextricably related and must both be simultaneously completed in order to receive credit.

- a. Students will complete a Learning Contract based on the CSWE competencies and practice behaviors that demonstrate achievement of the prescribed benchmark for each.
- b. Students will maintain a log, journal, process recording audio/video taping, etc. as arranged and/or required by the Field Instructor and/or Faculty Liaison.
- c. Students will participate in an end of semester performance evaluation meeting with her/his Field Instructor and Faculty Liaison each semester.
- d. Students will complete a Field Education Evaluation each semester.
- e. Students will complete a Field Education Exit Survey at the completion of Field Education II.

Assignments

Successful completion of the Learning Contract	50%
Completion of required hours	50%

BSW Field Bibliography

- Armour, M.P., Bain, B., & Rubio, R. (2004). An evaluation study of diversity training for field instructors: A collaborative approach to enhancing cultural competence. *Journal of Social Work Education*, 40 (1), 27-38.
- Barlow, C., Rogers, G., & Coleman, H. (2003). Peer collaboration: A model for field instructor development and support. *The Clinical Supervisor*, 22(2), 173-190
- Bobbe, J. (2002). Treatment with lesbian alcoholics: Healing shame and internalized homophobia for ongoing sobriety. *Health & Social Work*, 27(3), 218-222.
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- Fortune, A.E., McCarthy, M., & Abramson, J.S. (2001). Student learning processes in field

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- Lindhorst, T., Nurius, P., & Macy, R. J. (2005). Contextualized assessment with battered women: strategic safety planning to cope with multiple harms. *Journal of Social Work Education, 41(2)*, 331-352.
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Rosen, D., Spencer, M. S., Tolman, R. M., Williams, D. R., & Jackson, J. S. (2003).

Psychiatric disorders and substance dependence among unmarried low-income mothers. *Health & Social Work*, 28(2), 157-165.

Schneider, K. M., & Phares, V. (2005). Coping with parental loss because of termination of parental rights. *Child Welfare*, 84(6), 819-842.

Seefeldt, K. S., & Orzol, S. M. (2005). Watching the clock tick: Factors associated with TANF accumulation. *Social Work Research*, 29(4), 215-229.

Sherer, M., & Peleg-Oren, N. (2005). Special Section: Field Education in Social Work.

Differences of Teachers', Field Instructors', and Students' Views on Job Analysis of Social Work Students. *Journal of Social Work Education*, 41 (2), 315-328.

Taylor, M. J., & Smith Barusch, A. (2004). Personal, family, and multiple barriers of

long-term welfare recipients. *Social Work*, 49(2), 175-183.

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Zosky, D.L., Unger, J.M., White, K., & Mills, S.J. (2003). Non-Traditional and traditional social work students: Perceptions of field instructors. *Journal of Teaching in Social Work*, 23 (3/4), 185-201



SW491: Field Education II

Corequisite: SW493	Location	Semester, year
Professor		Credits: 1
Email		
SSW office: 616-331-6550		

MISSION AND GOALS

School of Social Work Mission

The School of Social Work prepares its students to attain social work practice and professional leadership; advance the field's knowledge of effective professional practice and education through research and evaluation; enhance and sustain the welfare and well-being of the citizens, organizations and communities of West Michigan, the state, the nation, and the world; and further the goals of the University and of the social work profession in this region and beyond.

All of the School's programs are grounded in the profession's body of knowledge, values and skills that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; prevent and alleviate personal, interpersonal, organizational and societal problems; and improve the conditions that limit human development and adversely impact the quality of human life. The School celebrates and affirms the importance of diversity in all of its forms, and it supports the expansion of human rights, cultural competence, empowerment, social and political justice, civic participation and equality in West Michigan and around the world.

The School's legacy emphasizes on social justice and on meeting the significant professional workforce needs of an expansive West Michigan social services sector remain strong. A third distinctive feature of the School is its integration and promotion of domestic and international service learning opportunities that prepare of students for 21st century practice in increasingly global economic and social contexts.

B.S.W. Program Goals

- To prepare BSW graduates for entry into the social work profession as generalist social work practitioners.
- Prepare students for continued professional development opportunities.

Council on Social Work Education [CSWE]: Commission on Accreditation [CSWE, CA]. (2008). *Educational policy and accreditation standards* [EPAS].

COURSE DESCRIPTION

Field practicum II is the second in a two part series of courses which integrates the BSW generalist curriculum and its competencies and practice behaviors into applied field work. This integration of direct practice opportunity and structured, guided learning serves as the primary vehicle for student skill development.

Benchmark expectations for Field Practicum II students require greater proficiency in each of the practice behaviors.

This field practicum course requires attendance at an assigned field site and assignments from the field site supervisor unique to the social work setting. Successful completion of the course requires completion of the required hours and attainment of the required benchmarks on the assessment and learning contract. Students are required to participate in concurrent attendance with SW490, Social Work Field Seminar I, a course designed to integrate classroom teaching, supervision and evaluation with student placement in a social agency

CORE COMPETENCIES & PRACTICE BEHAVIORS

Field Education: The Signature Pedagogy

Field education is the signature pedagogy of social work education and offers students opportunities to fully integrate and practice the skills necessary to demonstrate achievement with the School of Social Work's competencies and practice behaviors. Field education provides practical application of values, skills and knowledge introduced to students in foundation and advanced coursework. Using carefully selected community partnerships and at the direction of qualified field instructor's students become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk. Participation in the guided seminar class assists the student to assimilate course content with community based learning.

Core Competencies

- 2.1.1 Core Competency: Identify with social work profession**
- 2.1.2 Core Competency: Apply ethical principles in practice.**
- 2.1.3. Core Competency: Apply critical thinking in practice.**
- 2.1.4. Core Competency: Incorporate diversity into practice.**
- 2.1.5 Core Competency: Advocate for human rights and social justice.**
- 2.1.6 Core Competency: Engage in informed research.**
- 2.1.7 Core Competency: Apply knowledge of human behavior in the social environment.**
- 2.1.8 Core Competency: Engage in policy practice to advance social and economic well-being.**
- 2.1.9 Core Competency: Respond to contexts that shape practice.**
- 2.1.10. Core Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Article II. REQUIRED READINGS

NASW Code of Ethics

Manual for BSW Field Practicum in Social Work: Policies and Procedures

Students are expected to read articles and other materials related to this Field practicum and related population.

Section 2.01 COURSE REQUIREMENTS

Field Education II requires 225 clock hours in a field education setting approved by the School of Social Work. Fifteen of the 225 hours are earned in seminar (SW 493). Seminar and Field Education are inextricably related and must both be simultaneously completed in order to receive credit.

- f. Students will complete a Learning Contract based on the CSWE competencies

and practice behaviors that demonstrate achievement of the prescribed benchmark for each.

- g. Students will maintain a log, journal, process recording audio/video taping, etc. as arranged and/or required by the Field Instructor and/or Faculty Liaison.
- h. Students will participate in an end of semester performance evaluation meeting with her/his Field Instructor and Faculty Liaison each semester.
- i. Students will complete a Field Education Evaluation each semester.
- j. Students will complete a Field Education Exit Survey at the completion of Field Education II.

Assignments

Successful completion of the Learning Contract	50%
Completion of required hours	50%

BSW Field Bibliography

- Armour, M.P., Bain, B., & Rubio, R. (2004). An evaluation study of diversity training for field instructors: A collaborative approach to enhancing cultural competence. *Journal of Social Work Education*, 40 (1), 27-38.
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- Mills, C. (2003). Reducing overrepresentation of African American males in special education: The role of school social workers. *Race, Gender & Class*, 10(2), 71+. Retrieved March 8, 2006 from Proquest Database.
- Morrow, D. F. (2004). Social work practice with gay, lesbian, bisexual and transgender adolescents. *Families in Society*, 85(1), 91-99.
- Regehr, C., Regehr, G., Leeson, J., & Fusco, L. (2002). Setting priorities for learning in the field practicum: A comparative study of students and field instructors. *Journal of Social Work Education*, 38(1), 55-65.
- Rosen, D., Spencer, M. S., Tolman, R. M., Williams, D. R., & Jackson, J. S. (2003). Psychiatric disorders and substance dependence among unmarried low-income mothers. *Health & Social Work*, 28(2), 157-165.
- Schneider, K. M., & Phares, V. (2005). Coping with parental loss because of termination of parental rights. *Child Welfare*, 84(6), 819-842.
- Seefeldt, K. S., & Orzol, S. M. (2005). Watching the clock tick: Factors associated with TANF accumulation. *Social Work Research*, 29(4), 215-229.
- Sherer, M., & Peleg-Oren, N. (2005). Special Section: Field Education in Social Work. Differences of Teachers', Field Instructors', and Students' Views on Job Analysis of Social Work Students. *Journal of Social Work Education*, 41 (2), 315-328.
- Taylor, M. J., & Smith Barusch, A. (2004). Personal, family, and multiple barriers of

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Thompson, M. P., Kingree, J. B., and Ho, C. (2006). Associations between delinquency and suicidal behaviors in a nationally representative sample of adolescents. *Suicide & Life-Threatening Behavior*, 36(1), 57-64.

Zosky, D.L., Unger, J.M., White, K., & Mills, S.J. (2003). Non-Traditional and traditional social work students: Perceptions of field instructors. *Journal of Teaching in Social Work*, 23 (3/4), 185-201



SW492: Social Work Field Seminar I

Corequisite: SW490	Location	Semester, year
Professor		Credits: 1
Email		
SSW office: 616-331-6550		

MISSION AND GOALS

School of Social Work Mission

The School of Social Work prepares its students to attain social work practice and professional leadership; advance the field's knowledge of effective professional practice and education through research and evaluation; enhance and sustain the welfare and well-being of the citizens, organizations and communities of West Michigan, the state, the nation, and the world; and further the goals of the University and of the social work profession in this region and beyond.

All of the School's programs are grounded in the profession's body of knowledge, values and skills that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; prevent and alleviate personal, interpersonal, organizational and societal problems; and improve the conditions that limit human development and adversely impact the quality of human life. The School celebrates and affirms the importance of diversity in all of its forms, and it supports the expansion of human rights, cultural competence, empowerment, social and political justice, civic participation and equality in West Michigan and around the world.

The School's legacy emphasizes on social justice and on meeting the significant professional workforce needs of an expansive West Michigan social services sector remain strong. A third distinctive feature of the School is its integration and promotion of domestic and international service learning opportunities that prepare of students for 21st century practice in increasingly global economic and social contexts.

B.S.W. Program Goals

- To prepare BSW graduates for entry into the social work profession as generalist social work practitioners.
- To introduce and develop students in the CSWE Core Competencies
- Prepare students for continued professional development opportunities.

Council on Social Work Education [CSWE]: Commission on Accreditation [CSWE, CA]. (2008). *Educational policy and accreditation standards* [EPAS].

COURSE DESCRIPTION

This course assists students in understanding and achieving competence in the social work skills taught and practiced in their field practicum setting. The course requires students to report and analyze field activities with faculty and peers, including the assessment and evaluation of client populations as well as issues related to agency functioning.

Field Seminar is designed to be a directed peer learning course where students take significant responsibility for their own and their peer's professional growth and development. This type of course requires students to be active participants in their own learning and to share their excitement, fears, success and frustrations with classmates. As such, the seminar reflects an active learning environment that mirrors the type of trust, support, openness, feedback and safety essential to productive supervision. Emphasis is on the development of competencies and practice behaviors encountered in professional practice. Field seminar focuses on the integration of the knowledge, values and skills of all curricular content in practice.

CORE COMPETENCIES & PRACTICE BEHAVIORS

Field Education: The Signature Pedagogy

Field education is the signature pedagogy of social work education and offers students opportunities to fully integrate and practice the skills necessary to demonstrate achievement with the School of Social Work's competencies and practice behaviors. Field education provides practical application of values, skills and knowledge introduced to students in foundation and advanced coursework. Using carefully selected community partnerships and at the direction of qualified field instructor's students become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk. Participation in the guided seminar class assists the student to assimilate course content with community based learning.

Knowledge, Values and Skills

The knowledge, values and skills within curricular content is integrated in the field seminar through discussions, activities and assignments. The Faculty Liaison is

responsible for directing and reflecting upon class discussions to highlight connections among competencies, practice behaviors and identified benchmarks.

Core Competencies

2.1.1 Core Competency: Identify with social work profession

2.1.2 Core Competency: Apply ethical principles in practice.

2.1.3. Core Competency: Apply critical thinking in practice.

2.1.4. Core Competency: Incorporate diversity into practice.

2.1.5 Core Competency: Advocate for human rights and social justice.

2.1.6 Core Competency: Engage in informed research.

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2.1.8 Core Competency: Engage in policy practice to advance social and economic well-being.

2.1.9 Core Competency: Respond to contexts that shape practice.

2.1.10. Core Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Article III. REQUIRED READINGS

NASW Code of Ethics

Manual for BSW Field Practicum in Social Work: Policies and Procedures

Students are expected to read articles and other materials related to this Field practicum and related population.

Section 3.01 COURSE REQUIREMENTS

Field Education I requires 225 clock hours in a field education setting approved by the School of Social Work. Fifteen of the 225 hours are earned in seminar SW 490.

Seminar and Field Education are inextricably related and must both be simultaneously completed in order to receive credit.

- k. Students will complete a Learning Contract based on the CSWE competencies and practice behaviors that demonstrate achievement of the prescribed benchmark for each.
- l. Students will maintain a log, journal, process recording audio/video taping, etc. as arranged and/or required by the Field Instructor and/or Faculty Liaison.
- m. Students will participate in an end of semester performance evaluation meeting with her/his Field Instructor and Faculty Liaison each semester.
- n. Students will complete a Field Education Evaluation each semester.
- o. Students will complete a Field Education Exit Survey at the completion of Field Education II.

SEMINAR REQUIREMENTS

Fifteen of the 225 clock hours for field education are completed in the Field Education Seminar, thus attendance is mandatory for all sessions. Student must accumulate a minimum of 15 hours of Field Education Seminar each semester in order to progress to the next field education course. Students must confer with the instructor regarding make up time for any absences from seminar.

1. **Learning Contract** – All students enrolled in field Education are required to complete a Student Learning Contract (SLC). This contract will outline the ways in which you will achieve benchmarks within the core competencies and practice behaviors. The SLC will serve as the basis for semester evaluation to be completed at the end of each semester. The SLC is a tool to help guide learning and ensure you achieve the competencies required for completion of a Bachelor of Social Work Degree. (2.1.1 – 2.1.10)
2. **Online Reflective Journal** – Students will responsible for at least six online journal entries over the course of the semester. The focus of the journal entries will be a reflection on the agency environment, the integration of theory into practice, and the recognition of personal and professional ethics. Student should demonstrate beginning critical thinking
3. **Case Presentation**– Students will present a client system, at the micro, mezzo, or macro level from their experience at the field education site. Case presentations should demonstrate knowledge of the case concerns, the proficient use of assessment tools such as Genograms, Ecomaps, and Need Assessments, strengths possessed by the client system, the role of the agency in this situation, development of a plan of action including evidenced

based intervention strategies that could be effective. You may wish to state the professional practice issue(s) or concerns you would like to have discussed, etc. In planning the presentation and discussion, allow 20 to 30 minutes. Please, observe confidentiality rules at all times

4. **Class Participation** – Students in field education will be held to professional expectations as outlined in the NASW Code of Ethics. Since class discussion and other in-class activities are a vital part of this course, more than one unexcused absence or chronic lateness (“chronic” = if I notice) will result in a loss of five participation points. Students will be expected not only to read any assigned material but also to think about the material covered in and outside of class and come prepared to add constructively to seminar discussion and activities.

Assignments

Online Reflective Journal	30-35%
Case Presentation	30-35%
Class Participation	30-35%

GRADES

This is a credit/no credit graded course based on completion of a minimum of 225 hours of field experience, 15 hours of seminar, Field Instructor and Faculty Liaison evaluation of performance in both field and seminar, as the two are inextricably connected.

BSW Field Bibliography

- Armour, M.P., Bain, B., & Rubio, R. (2004). An evaluation study of diversity training for field instructors: A collaborative approach to enhancing cultural competence. *Journal of Social Work Education*, 40 (1), 27-38.
- Barlow, C., Rogers, G., & Coleman, H. (2003). Peer collaboration: A model for field instructor development and support. *The Clinical Supervisor*, 22(2), 173-190
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SW493: Social Work Field Seminar II

Corequisite: SW491, SW495
Professor
Email
SSW office: 616-331-6550

Location
Semester, year
Credits: 1

MISSION AND GOALS

School of Social Work Mission

The School of Social Work prepares its students to attain social work practice and professional leadership; advance the field's knowledge of effective professional practice and education through research and evaluation; enhance and sustain the welfare and well-being of the citizens, organizations and communities of West Michigan, the state, the nation, and the world; and further the goals of the University and of the social work profession in this region and beyond.

All of the School's programs are grounded in the profession's body of knowledge, values and skills that support and enhance the opportunities, resources, and capacities of people to achieve their full potential; prevent and alleviate personal, interpersonal, organizational and societal problems; and improve the conditions that limit human development and adversely impact the quality of human life. The School celebrates and affirms the importance of diversity in all of its forms, and it supports the expansion of human rights, cultural competence, empowerment, social and political justice, civic participation and equality in West Michigan and around the world.

The School's legacy emphasizes on social justice and on meeting the significant professional workforce needs of an expansive West Michigan social services sector remain strong. A third distinctive feature of the School is its integration and promotion of domestic and international service learning opportunities that prepare of students for 21st century practice in increasingly global economic and social contexts.

B.S.W. Program Goals

- To prepare BSW graduates for entry into the social work profession as generalist social work practitioners.
- Prepare students for continued professional development opportunities.

Council on Social Work Education [CSWE]: Commission on Accreditation [CSWE, CA]. (2008). *Educational policy and accreditation standards* [EPAS].

COURSE DESCRIPTION

This course assists students in understanding and achieving competence in the social work skills taught and practiced in their field practicum setting. The course requires students to report and analyze field activities with faculty and peers, including the assessment and evaluation of client populations as well as issues related to agency functioning.

Field Seminar is designed to be a directed peer learning course where students take significant responsibility for their own and their peer's professional growth and development. This type of course requires students to be active participants in their own learning and to share their excitement, fears, success and frustrations with classmates. As such, the seminar reflects an active learning environment that mirrors the type of trust, support, openness, feedback and safety essential to productive supervision. Emphasis is on the development of competencies and practice behaviors encountered in professional practice. Field seminar focuses on the integration of the knowledge, values and skills of all curricular content in practice.

CORE COMPETENCIES & PRACTICE BEHAVIORS

Field Education: The Signature Pedagogy

Field education is the signature pedagogy of social work education and offers students opportunities to fully integrate and practice the skills necessary to demonstrate achievement with the School of Social Work's competencies and practice behaviors. Field education provides practical application of values, skills and knowledge introduced to students in foundation and advanced coursework. Using carefully selected community partnerships and at the direction of qualified field instructor's students become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk. Participation in the guided seminar class assists the student to assimilate course content with community based learning.

Core Competencies

- 2.1.1 Core Competency: Identify with social work profession**
- 2.1.2 Core Competency: Apply ethical principles in practice.**
- 2.1.3. Core Competency: Apply critical thinking in practice.**
- 2.1.4. Core Competency: Incorporate diversity into practice.**
- 2.1.5 Core Competency: Advocate for human rights and social justice.**
- 2.1.6 Core Competency: Engage in informed research.**
- 2.1.7 Core Competency: Apply knowledge of human behavior in the social environment.**
- 2.1.8 Core Competency: Engage in policy practice to advance social and economic well-being.**
- 2.1.9 Core Competency: Respond to contexts that shape practice.**
- 2.1.10. Core Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Knowledge, Values and Skills

The knowledge, values and skills within curricular content is integrated in the field seminar through discussions, activities and assignments. The Faculty Liaison is responsible for directing and reflecting upon class discussions to highlight connections among competencies, practice behaviors and identified benchmarks.

Article IV. REQUIRED READINGS

NASW Code of Ethics

Manual for BSW Field Practicum in Social Work: Policies and Procedures

Students are expected to read articles and other materials related to this Field practicum and related population.

SEMINAR REQUIREMENTS

Fifteen of the 225 clock hours for field education are completed in the Field Education Seminar, thus attendance is mandatory for all sessions. Student must accumulate a minimum of 15 hours of Field Education Seminar each semester in order to progress to the next field education course. Students must confer with the instructor regarding make up time for any absences from seminar.

5. **Learning Contract** – All students enrolled in field Education are required to complete a Student Learning Contract (SLC). This contract will outline the ways in which you will achieve benchmarks within the core competencies and practice behaviors. The SLC will serve as the basis for semester evaluation to be completed at the end of each semester. The SLC is a tool to help guide learning and ensure you achieve the competencies required for completion of a Bachelor of Social Work Degree.
6. **Online Reflective Journal** – Students will responsible for at least six online journal entries over the course of the semester. The focus of the journal entries will be a reflection on the agency environment, the integration of theory into practice, and the recognition of personal and professional ethics. Student should demonstrate beginning critical thinking skills and problem solving skills.
7. **Case Presentation**– Students will present a client system, at the micro, mezzo, or macro level from their experience at the field education site. Case presentations should demonstrate knowledge of the case concerns, the proficient use of assessment tools such as Genograms, Ecomaps, and Need Assessments, strengths possessed by the client system, the role of the agency in this situation, development of a plan of action including evidenced based intervention strategies that could be effective. You may wish to state the professional practice issue(s) or concerns you would like to have discussed, etc. In planning the presentation and discussion, allow 20 to 30 minutes. Please, observe confidentiality rules at all times
8. **Class Participation** – Students in field education will be held to professional expectations as outlined in the NASW Code of Ethics. Since class discussion and other in-class activities are a vital part of this course, more than one unexcused absence or chronic lateness (“chronic” = if I notice) will result in a loss of five participation points. Students will be expected not only to read any assigned material but also to think about the material covered in and outside of class and come prepared to add constructively to seminar discussion and activities.

Assignments

Online Reflective Journal	30-35%
Case Presentation	30-35%
Class Participation	30-35%

GRADES

This is a credit/no credit graded course based on completion of a minimum of 225 hours of field experience, 15 hours of seminar, Field Instructor and Faculty Liaison evaluation of performance in both field and seminar, as the two are inextricably connected.

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