



# Social Work Field Practicum



DEPARTMENT OF SOCIAL WORK  
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## **INTRODUCTION**

The BSW field manual is intended to serve as a comprehensive guide to JMU's Department of Social Work field practicum. It provides information and guidance for students, faculty, field supervisors, and agencies about the field education experience. Students are responsible for reviewing this manual prior to entering the field. This manual includes information about the entire field process to include procedures, policies, curriculum, responsibilities, and student assignments.

## **MISSION STATEMENT**

The Social Work Department at James Madison University prepares social workers who are committed to addressing a broad range of social challenges and empowering diverse and vulnerable populations. Building on the foundations of ethical practice, generalist perspective and cultural humility, we prepare students to support and enhance individual, family and community well-being while promoting social justice through advocacy and action. We implement the mission of the social work profession through excellence in teaching, scholarly contributions and service to our local area, the nation and beyond.

## **VISION STATEMENT**

The BSW program graduates generalist practitioners who are highly prepared for entry-level professional practice as well as graduate education through practice competencies and exemplary commitment to ethical practice; diversity, equity and inclusion; and social justice.

<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
Letter to Student	3
Field Practicum and its Goals	4
Field Preparation and Process	4
Selection of Field Agencies	5
Parties Involved in the Field Practicum	6
Student Rights and Responsibilities in the Field Practicum	8
Field Policies	9
Field Hours	9
Policy for Driving in Field	9
Policy for Students in Agencies where they are Employed	10
General safety policy and procedures	10
Procedures for Reporting an Incident	11
Discrimination and Harassment Policy	12
Use of Technology in Field	12
Field Disruptions	13
“Dropping” Field	13
Illness or Absence in Field	13
Failure of the Agency to Meet Program Requirements	14
Failure of the Student to pass SOWK 481 or SOWK 482	14
Failure of the Student to Meet Program Expectations	15
Removal from the Field Practicum	15
Returning to Field after a Disruption	17
<b>APPENDICES</b>	
Appendix A - Social Work Field Practicum Syllabi SOWK 481/482	18
Appendix B - Student Information and Forms	29
Field Integrating Meetings Class Schedule	30
Student Incident Form	31
Guidelines for Agency Pre-placement Interview	32
Student Agreement	33
Field Practicum Agency Assessment	35
Student Evaluation of the Field Practicum Experience	37
Verification of Hours for Field Practicum	39
Field Practicum Evaluation of Student Performance	40
Appendix C - Guidelines for Assignments	52
Field Integrating Meeting	53
Guidelines for Field Practicum Journals	55
Community-Agency Study	57
Macro Learning Case Study	63
Mezzo Learning Case Study	69
Micro Learning Case Study	74
Supervisory Conference Report and Instructions	80
Appendix D – Information and Forms for Field Supervisors	83
Letter to Supervisor	84
Mission Statement of the Social Work Department	85
Educational Objectives/Core Competencies of the Social Work Program	85
BSW Degree Requirements	88
Social Work Roles	89
Supervisor Evaluation of the Field Practicum Experience	91
Appendix E – Sample Memorandum of Agreement	92
Appendix F – CHBS COVID-19 Acknowledgement of Risk	96
Appendix G – Pre-field Information for Students	99



Greetings field student!

You are approaching one of the most powerful and memorable experiences in your BSW program. The experience that lies ahead in your field practicum has the potential of being the most challenging and rewarding of your social work education. The opportunities made available in your placements will help you put your educational preparation to practice in a variety of ways. The field placement is designed to create an environment in which you grow professionally, so that you become a professionally knowledgeable, reflective, and self-evaluative social worker.

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

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

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

I can assure you that the person who enters the field practicum will not be the same person who completes it. This is a transformative opportunity so make the most of it!

Best wishes,

Shanza A. Isom, MSW  
Director of Field Instruction

## FIELD PRACTICUM AND ITS GOALS

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

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

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

Following is a list of the 9 competencies of generalist social work practice set forth in the [2015 EPAS](#). The associated practice behaviors are listed on the syllabus for this course. There is a complete description in the appendix.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## FIELD PREPARATION AND PLACEMENT PROCESS

All students are required to enroll in SOWK 493: Professional Forum I: Preparing for Field. The multiple activities and assignments in this one-credit course structure the field placement process and students must complete each assignment in order to pass the course and continue in the BSW program. This includes pre-placement activities as well as the completion of a pre-placement interview.

During the course, students' progress is reviewed prior to admission to the field practicum. Each student submits an application to the field practicum during the SOWK 493 course. The student's adviser and the director of field placement review the application. The Director, with the concurrence of the social work faculty, makes the field site assignment based on this review. Requirements for admission to the field practicum include:

During the placement process and the interview with the Director, students are informed that a felony conviction could prevent field placement which is necessary to complete the social work degree and that while every effort will be made to secure a suitable placement, the department cannot guarantee a field placement.

Students are also informed that a felony conviction may also impact the ability of a graduate to be employed in specific social work/human service agencies/settings.

If a student is not accepted in field placement after pre-placement interviews in two different settings, a Formal Review will occur and a contract to address those concerns is created. The student must meet the terms of the contract and reapply for field placement within two semesters. If the student is in disagreement with the decision(s), an appeal may be made following Social Work Program/Department appeal guidelines (See *Social Work Student Handbook*, pp. 33-36).

## **SELECTION OF FIELD AGENCIES**

The BSW Social Work Program selects agencies for field education based on their ability to provide a generalist experience and allow for students to demonstrate the competencies and practice behaviors expected by CSWE. Each site must be able to provide one hour of weekly supervision by an MSW or a BSW who has at least two years of professional social work practice experience and who is thoroughly knowledgeable of agency policies and procedures in order to provide a meaningful educational/learning experience for the student. The supervisor and the agency itself must exhibit commitment to providing students with a learning experience that supports the knowledge, skills and values of the social work profession as well as experiences that facilitate the student's development as a competent beginning level generalist practitioner. Supervisors are expected to participate in any offered field supervisor orientation before receiving a student and attend field supervisor workshops offered by the Department of Social Work as available.

If a site is deemed appropriate by the field director, a Memorandum of Agreement (*See Appendix E*) is signed between the university and the agency. These agreements renew themselves annually unless either the University or the Agency indicate a need for review or change.

## **Procedures**

In 2010, the field education program adopted the online Internship Placement Tracking (IPT) System, which facilitates the monitoring of field site information, the placement process, student learning outcomes in the field setting as well as the effectiveness of the field setting. The IPT system provides the structure through which most of the procedures below are monitored and maintained.

Field site selection involves several steps. A new site is generally explored for one of two reasons: 1) the BSW program is seeking a specific type of experience/ population given student or faculty interest; or 2) an agency presents itself as a candidate. The field director conducts an initial phone call or meeting to screen for the basic criteria noted above. If the criteria are met, the agency director or designee is requested to complete a Field Agency Profile that delineates pertinent information including names and academic credentials of potential supervisors; the kinds of experiences that the setting can provide for students in working with individuals, families, groups, organizations and the larger community; and any special requirements or prior knowledge that students need to meet (i.e. TB tests, police clearances, language fluency or proof of auto and liability insurance). The field Director makes a decision as to whether the site is appropriate for a field placement and then meets with the proposed supervisor to carefully review requirements and expectations. A file is created for the agency in the IPT system and the potential supervisor is asked to upload their resume for documentation of credentials.

Finally, selected agencies have historically been located within the geographic region that has been established as reasonable in regard to traveling distance (45 minutes from campus) for both students and FFIs in order to ensure the regular cycle of two on-site visits per semester (with possible exceptions for international

or other specialized placements in Virginia (Charlottesville, Richmond, and Northern Virginia are possible placements).

Sites are surveyed at the beginning of each semester for their availability to host a student. After verifying each selected site's availability for supervising a student in the coming semester, and the student being assigned to the agency, site placement information is given to the student as part of the SOWK 493 course. Each student makes an appointment to interview with the prospective field supervisor at the agency, to learn more about the site and specific placement requirements. At the same time sites are distributed, supervisors are made aware that the student's completed Application for Field is available to them on the Internship Placement Tracking on-line account for their review. After the student's visit and interview, the agency supervisor notifies the Director of Field of their acceptance/non-acceptance of the student for the field practicum. Students report their experiences to the Director of Field via email, but do not have veto privilege regarding the placement. Concerns by any party however, are taken into consideration by the field director for possible reassignment.

## **Criteria**

Each site must be able to provide one hour of weekly supervision by an MSW or a BSW who has at least two years of professional social work practice experience and who is thoroughly knowledgeable of agency policies and procedures in order to provide a meaningful educational/learning experience for the student. The supervisor and the agency itself must exhibit commitment to providing students with a learning experience that supports the knowledge, skills and values of the social work profession as well as experiences that facilitate the student's development as a competent beginning level generalist practitioner. Supervisors are expected to attend the Field Supervisor Workshops provided by the JMU Social Work Program once each semester as available.

## **PARTIES INVOLVED IN THE FIELD PRACTICUM**

Upon entering your practicum setting, you will need to know the "who" of the field experience. In addition to people whom you serve, there are certain individuals who play central roles in your field learning experience. The outline that follows describes the functions and responsibilities of these "key" people: director of field placement, Faculty Field Instructor (FFI) and the agency supervisor. These roles are covered in your SOWK 493 course (Professional Forum I: Preparation for Field).

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

1. The Director of Field has the following responsibilities to **students**:
  - a. Teach the Preparation for Field course (SOWK 493--Professional Forum I).
  - b. Interview students who have applied for the field practicum, reviewing his/her goals for the practicum experience, examining areas of practice interest, geographical preference, and academic preparation.
  - c. Review the field application and recommendations from social work faculty pertaining to each student's academic performance and identified strengths and areas needing development.
  - d. Assign students who are accepted for the field practicum to agencies.
  - e. Send to a selected agency a request for field placement along with the student's field application.
  - f. Assign students and agencies to FFIs.
  - g. Mediate problems that arise as necessary.
  - h. Conduct a minimum of five field integrating seminars during the field placement semester.
  
2. The Director of Field has the following responsibilities to **Faculty Field Instructors (FFIs)**:

- a. Assign FFIs to agencies.
  - b. Coordinate field instruction.
  - c. Provide consultation as needed.
  - d. Mediate problems that arise with agency supervisors and students as necessary.
  - e. Evaluate field practicum settings and revise, as needed, the *Field Practicum Manual* in conjunction with the social work faculty and the agency supervisors.
3. The Director of Field has the following responsibilities to **field agencies**:
- a. Develop and maintain relationships with practicum agencies, including the establishment and maintenance of a Memorandum of Agreement.
  - b. Assure adequate opportunities for a variety of experiences that reflect generalist social work practice.
  - c. Conduct education and information exchange sessions/workshops/training for agency directors and supervisors.
  - d. Regularly evaluate the nature of the learning experiences agencies provide the student.
  - e. Ensure that agencies have the most updated Field Practicum Manual.

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

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

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

1. Field supervisors must hold an MSW or BSW with two years experience and be familiar with the generalist social work knowledge base (i.e. theories, concepts, practice models) in the social work curriculum and its relationship to the field experience. Field supervisors must be able to create generalist practice experiences in their unique settings. In cases where the supervisor does not have



the required degree, faculty field instructors work closely with the supervisor to assist in the provision of integrated supervision reflecting the generalist perspective.

2. Conduct an interview with the student prior to the practicum to determine the compatibility of the student with the agency's needs and expectations, and advise the Director of Field of the decision to accept or not.
3. Provide experiences consistent with the learning objectives identified in the field practicum syllabi and by the student, and expose the student to the full range of services offered by the agency.
4. Provide an orientation to the agency that addresses the use of agency resources and vehicles (if applicable) and policies regarding personal safety and risk reduction.
5. Have sufficient time to devote to a student.
6. Provide one hour per week supervisory conferences to evaluate student strengths and areas needing development, and develop assignments and experiences to address this assessment. Use supervision to teach the student new ideas and skills, ways of thinking or perceiving situations and how to make maximum use of the supervisor's knowledge, skills, and abilities in meeting client needs. In addition, this time provides an opportunity for the student to discuss current literature in relation to the population being served and to explore the connection(s) between theory and evidence-based practice.
7. Provide a written description of the student's experiences and evaluation of the student's performance for each block period.
8. Participate in any offered field supervisor orientation before receiving a student and attend field supervisor workshops offered by the Department of Social Work as available.

**The Task Supervisor:** Some students will have a task supervisor during their field practicum experience. The task supervisor assists with the instruction of the student in relation to specific duties and tasks assigned at the agency. Oftentimes, the task supervisor works with the student on day-to-day activities. This person may or may not hold a social work degree and does not provide social work supervision to the student.

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

These rights and responsibilities are similar to those of a typical agency worker.

### Students' Rights:

- To be treated respectfully as an agency colleague.
- A suitable and meaningful field practicum experience, with consideration given to personality, life experience, educational needs, and employment background.
- To know as much as possible about the organization--its policies, history, personnel, clientele, and programs.
- To weekly supervision by someone who is experienced, informed, patient, thoughtful, and has the time to invest.
- To an assigned place conducive to work.
- To participate in staff meetings with opportunity for input as appropriate.
- To be appreciated for work done satisfactorily.
- To be provided with ongoing feedback of their progress during the course of the practicum.
- To counseling and advice from the FFI and agency supervisor with regard to practice experiences, needs, and career opportunities.

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

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

- Attend all Field Integrating Meetings and complete all assignments contained in the field practicum syllabi within the designated time, including the mid-term and final practicum evaluations.

- Adhere to agency policy regarding confidentiality and maintain strict rules of confidentiality in terms of the agency, field integrating seminars and the senior seminar.
- Adhere to agency policies regarding work hours, holidays, and compensatory time. This includes professional presentation of self.
- Communicate with the FFI as expected and when problems arise.
- Complete all assignments given by the agency supervisor in a timely fashion.
- Active participation in their own learning in the field placement.
- Spend 32 hours/week Monday-Thursday at the agency for a full semester for a minimum of 472 hours.
- Notify the agency at the earliest possible time if you will be late or unable to be present.

## FIELD POLICIES

### Field hours

The field practicum requires that students spend a minimum of 472 hours in an agency setting over the course of a semester, which is divided into two block periods (SOWK 481 and 482). You are expected to complete a minimum of 236 hours each block. It is important to note that this is a minimum requirement and failure to achieve this number will result in failure to successfully complete field practicum requirements. It is expected that 32 hours are completed per week, in-person at the agency.

The practicum is designed for you to work Monday through Thursday, with seven to eight Fridays being reserved for SOWK 494 capstone and FIM. Those Fridays you are not in classes are days that you can use to make up for missed days of work or to add to your total field hours. These additional hours will not impact your grade; however, they may be viewed favorably by graduate programs or potential employers. It is important to note that even if you accumulate more than the minimum number of hours before the block or semester is completed, you are expected to continue normal agency activities through the last day of the field practicum.

**Spring field students do not take the JMU Spring Break.** Fall students follow their agency schedules during Thanksgiving. **You cannot leave the field practicum before the last day of field.**

*Does lunch time count as field hours?*

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

### Driving in field

Student interns shall be responsible for transportation to and from the practicum site. Students should not drive clients unless the agency specifies to the intern such a requirement is part of the essential duties of the practicum. It is the responsibility of the agency to specify to students whether or not students shall drive as a part of their essential duties within their field practicum and to manage any such driving requirements with the students. *It is strongly encouraged that students do not drive clients.*

Student interns are advised that agencies requiring driving as an essential duty may require submission to a Motor Vehicles Records check, notification of your insurance carrier of use of your vehicle within the practicum, and compliance with driving policies of the agency. James Madison University shall not be responsible for managing any requirements for transportation or driving as part of their field practicum and shall not maintain

insurance for students driving as part of the essential duties of the practicum. Any accidents involving a JMU student while participating in an practicum should be reported to the FFI and field director as noted under Procedures for Reporting an Incident in this manual.

### **Students in agencies where they are employed**

Field practicum in the student's place of employment is a special request and must be approved by the Director of Field. If the student completes the field practicum in the agency where they are employed, the supervisor for the practicum must be different from the employment supervisor and student assignments and field work must differ from those tasks associated with the student's employment. It should also be demonstrated that there is no diminution of the JMU BSW established requirements for the field placement and that field education is focused on the student's educational needs rather than solely centered on agency services.

### **General safety policy and procedures**

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

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

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

- Provide students with an overview of safety in the field through the SOWK 493 course.
- Provide students with a copy of the Department's Safety Policy and Procedures in the field manual.
- Provide training to Faculty Field Instructors about student safety and orientation to the Department's Safety Policy and Procedures.
- Offer workshops that address social worker safety to field placement agencies and provide relevant information to field supervisors as deemed appropriate.

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

- Orient students to the safety policies and procedures of the agency. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients. Security of personal belongings should be included. Students should also be informed of and trained in health precautions and protocols appropriate for the setting. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.
- Provide feedback to students on safety practices through supervisory conferences and Field Practicum Evaluation of Student Performance.
- Make the same accommodations to ensure students' safety as they make for their staff.

- Contact the student's Faculty Field Instructor if the student's concerns about safety interfere with the learning process. In consultation with the FFI, develop a plan that addresses the student's educational needs and the agency's requirement to provide services.
- In case of an incident, agency field supervisors are encouraged to:
  1. Debrief the student after any incident.
  2. Help the student understand how a client's cultural background and ethnicity could be vital to personal safety.
  3. Help the student understand individual and group differences when it comes to accurately interpreting behavior.
  4. Ensure the incident is reported to the FFI.

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

Social Work Students will:

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

*\*In the event of a national, state, local or university crisis or pandemic, students will take all necessary precautions to protect themselves and others. Students are expected to follow any instructions and guidelines provided by the Department of Social Work and JMU.*

### Procedures for Reporting an Incident

If an incident occurs:

- Call police and or ambulance first if there is a significant injury or threat of bodily injury.
- Always immediately contact the agency field supervisor. Agency protocol should be followed. Contact the FFI within 8 hours (or Director of Field if FFI is unavailable). The FFI will contact the Director of Field to discuss the actions the agency and school should take to ensure the student's physical and emotional well-being. If unable to reach the Director or FFI, please contact the Social Work Department's Administrative Assistant to inform them that there has been an incident and the Director of Field is needed immediately.

- The student must complete the *Student Incident Report Form* (Appendix B) and submit it to their FFI and Director of Field within 24 hours.
- The Director of Field will oversee documentation of the incident and the steps taken to address it. They will meet with the student and FFI to discuss the situation, assess the immediate and ongoing risk, and find a resolution that promotes the student's sense of well-being and the learning process.

### Safety Guidelines for Students in the Field

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

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

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

Students should always consult with agency field supervisors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, mental health crisis, potential abuse of others, and the presence of weapons.

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

### **Discrimination and Harassment Policy**

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

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

Technology allows for communication and the sharing of information quickly and to reach millions of people easily. An online presence through social media, texting, and email are quick and effective ways to communicate, however, students should weigh a number of considerations when maintaining an online presence and communicating through technology:

1. Client privacy and confidentiality must be maintained in all environments, including online, and students must refrain from posting identifiable client information online.
2. Use of personal cell phones for field related work should be kept to a minimum. Students should seek proper supervision around this, protecting their private information as much as possible.

3. When using the internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that, once on the internet, content is likely to be there permanently. Students should routinely monitor their own internet presence to ensure that the personal and professional information on their own sites and, to the extent possible, content posted about them by others, is accurate and appropriate.
4. To maintain appropriate professional boundaries, students should consider separating personal and professional content online.
5. Students must recognize that actions online and content posted may negatively affect their reputations among clients and colleagues, may have consequences for their social work careers, and can undermine public trust in the social work profession.

## **RESPONSIBILITIES (Section updated 7/2021)**

The Social Work Department has the complex role of supporting excellence in student learning while protecting the rights and needs of clients and the agencies that serve them. To that end, faculty evaluate and screen students for the social work profession. During the field placement experience, students are under the supervision of both a Field Supervisor (in the agency) and a Faculty Field Instructor (FFI), who serves as a liaison between the social work department and the placement agency. Students must be cognizant that the NASW Code of Ethics necessitates responsibility to clients and agencies. Students experiencing difficulties in field practicum placements have the responsibility to be in communication with both their Field Supervisor and FFI.

## **FIELD PLACEMENT DISRUPTIONS**

*Field placement disruptions* occur when a student's placement ends for an unexpected or unplanned reason. The agency may request a student's removal, the student may withdraw from or be unable or unwilling to complete the placement, or the Social Work Department may terminate the placement. Failure to address issues early in the practicum may result in a field disruption. Field disruptions can occur at any time during the semester. Student or agency performance or external circumstances can affect the student's continuance in the field practicum.

Please read carefully the policies that affect continuance or discontinuance of the field placement.

### **“Dropping” field**

Students considering dropping field from their schedules or withdrawing from a specific field placement should consult with the FFI and/or the student's academic adviser and the Director of Field Instruction (“DFI”). Dropping field or withdrawing from a specific field placement without consultation with the DFI may prevent a subsequent placement.

### **Illness or absence in field**

An extended absence from field placement may be caused by an illness, injury or other reason that affects a student's ability to complete the academic requirements of field hours in the time allotted and/or demonstration of competency in the field placement. This absence may result in the student's removal from the field practicum before the end of the placement. There is no guarantee that a student removed from a placement will be placed at another placement site.

In the case of an anticipated extended absence from the field placement, the student should initiate a consultation with his or her FFI. Whether or not a student initiates a consultation, the student may be removed by the DFI from the field placement for extended absences.

If a student believes that his/her performance is affected by an illness or injury, s/he may choose to request a medical withdrawal from all enrolled classes in accordance with university policy. Medical withdrawals are handled through the Office of the Dean of Students (540-568-6468).

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

If the agency fails to meet the requirements of the program outlined in the Memorandum of Agreement, or if the student experiences serious obstacles to learning because of actions of the placement site, a request to remove the student from the field placement can be initiated by the student, the FFI, the Field Supervisor or the DFI. The DFI may remove a student from any agency site by notifying the student that the agency has breached its Memorandum of Agreement.

If a student believes such obstacles exist, the following steps should be taken:

1. The student will discuss the issue with the FFI and request assignment to a different agency.
2. If the issue is not resolved, the student will consult with the FFI and the Field Supervisor.
3. The FFI and Field Supervisor will make a recommendation to the DFI concerning the request for a new placement. The DFI will make a decision based on the information presented by the FFI and the Field Supervisor. Possible resolutions include but are not limited to:
  - a. Continuation of the student's placement in the agency with a specific plan for agency to correct any areas of deficiency.
  - b. Removal of students from the placement in the agency and replacement in another agency.
  - c. The DFI will attempt to find an alternate placement in which the student can complete the field practicum requirements. However, depending on the timing of the request, it is possible that this will require additional time that may not be met in the present semester. The DFI will take into consideration the student's opportunity to demonstrate required competencies.
4. The field director's decision will be recorded in the student's file and agency's file.
5. The student whose placement is changed is responsible for completing the remainder of the required number of field hours in a subsequent agency. Up to 50 extra hours of work at the new placement site may be required in the case of a reassignment.

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

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

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

- Drop the second block (SOWK 482), or be charged for that course without the opportunity to receive credit for the course.
- Consult with the instructor of SOWK 494 Senior Professional Capstone, because it is required to be taken concurrent with SOWK 481/2.

- A student may request a grade review for a grade of C- or lower in the first block. Please refer to the JMU grade review policy. <http://www.jmu.edu/catalog/12/general/policies.html>
- In the case of a grade review, entry into the second block and enrollment in SOWK 494 is not allowed until the grade review is conducted as per university policy.

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

A student may request a grade review for a grade of C- or lower in the second block. Please refer to the JMU grade review policy. <http://www.jmu.edu/catalog/12/general/policies.html>

### **Failure of the Student to Meet Program Expectations**

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

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

For more information on behaviors demonstrating violation of the above requirements, please see JMU Social Work Student Handbook under “Maintaining good standing in the social work program” in chapter five.

If the FFI, the Field Supervisor or the field director has reason to believe that the student is not meeting these expectations; the following steps should be followed:

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

### **Removal from the Field Practicum**

Removal of a student from the field placement may occur when the student has not demonstrated one or more of the expectations above, when the student’s absence from the placement has interfered with the obligations



to the agency, or when the student has engaged in misconduct. A request for removal from the field placement can be initiated by the agency or program. The following steps should occur:

- The party initiating the request gives notification to the Director of Field documenting the issues or concerns.
- The Director of field, with or without the Field Supervisor and FFI, meets with the student to explain the request for removal and give the student a chance to respond to the request.
- If no satisfactory solution is found, the student will be removed from the field placement and the reasons for removal will be submitted in a *notification of removal from field practicum* by the field director to all parties, and a copy placed in the student's file.
- The agency, FFI and field director will attempt to work out a suitable exit strategy, so that the removal is accomplished as soon as feasible, allowing time for closure, attention to continuity of services, and administrative arrangements as necessary.

In situations where the student's behavior places a risk to the quality of services delivered to clients and/or the reputation of the agency, the FFI or the Field Supervisor may request immediate removal of the student. The DFI should be contacted immediately whenever there is cause for concern, and may remove the student before the meeting outlined above takes place.

### *Grades*

Students removed from a field placement for failure to meet program expectations, extended absences, or misconduct may receive a failing grade or incomplete at the discretion of the FFI in consultation with the Director of field.

### *Post-Removal Procedures*

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

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

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

- consult with the instructor of SOWK 494 (senior capstone), as it is required to be taken concurrent with SOWK 481/2

### *Status in the Social Work Program*

If a student is removed from the field practicum for misconduct or because of failure to meet the academic, ethical and behavioral expectations of the program, a recommendation will be made by the DFI, in consultation with the FFI, to the Academic Unit Head regarding termination of the student from the social work program. See JMU Social Work Student Handbook Chapter 5 <https://secureweb.jmu.edu/socwork/Chapter%20Five%20Student%20Success.pdf> for policy on termination from the program and appeals. This recommendation will be recorded on the *notification of removal from field practicum*.

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

If a student experiences a disruption in the field placement for any reason and is eligible for replacement in a different field placement, the student is required to submit a letter to the field director requesting a return to a field placement. This letter should address all points raised in the notification of removal/ field evaluation, any remediation steps taken and a proposed action plan for success in the field practicum. The goal of the re-application process is to ensure that the student is ready and able to fulfill the responsibilities and expectations associated with field instruction. This request/plan must be submitted at least six weeks prior to the posted start date of field instruction for the term, or it will not be considered for that term.

A student's request to return to field placement will be reviewed by the field director. This review will evaluate the student's remediation steps and proposed action plan, and if requested, any restrictions and/or accommodations that will involve the field placement agency. If necessary, students will submit documentation of steps taken and readiness for field as relevant. Any request the student makes for accommodations must be made through the JMU Office of Disability Services. <https://www.jmu.edu/ods/>

### **Section References**

**Council on Social Work Education. (2008) *Educational policy and accreditation standards*. Alexandria, VA: Author.**

**Pierce, D. (2008). *Field education in the 2008 EPAS: Implications for the director of field placement's role*. Retrieved from <http://www.cswe.org/File.aspx?id=31580>**

## **APPENDIX A**

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

JAMES MADISON UNIVERSITY  
 SOCIAL WORK DEPARTMENT  
**Social Work Field Practicum I & II**  
**SOWK 481 & 482**

*Semester/Year*  
 Fridays at 11:30-2:30pm\* (*instructor flexibility*)  
 (*specific dates listed here*)  
 Class Location: TBD

**Instructor Name:** Prof. Shanza A. Isom, MSW  
**Office Location:** HBS 2094  
**Instructor Office Phone:** 540-568-2924  
**Instructor Email:** isomsa@jmu.edu  
**Office Hours:** TBD

**SOWK 481 Course Description:** Offers students an opportunity to gain a broad knowledge of the basic functions, services and roles of the agency as related to actual social work practice, as well as a specific knowledge of practical intervention skills necessary to carry on effective social work practice. The field experience is the application of knowledge and skill components drawn from previous courses. **Prerequisite:** Admission to the field practicum. Social Work majors only. Senior Standing.

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

**Course Objectives**

This course is designed to: Educational Competencies

1. Emphasize the application of social work knowledge, values, and skills from previous academic courses in an agency setting. For an eight week period of time, four days per week, the student functions as an agency employee under the direction of an agency supervisor. Integration of class and field content is accomplished through completion of written assignments and the field integrating seminar.	EPAS 1-9
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**Learning Objectives**

During the process of this semester, the student will:

Behaviors

1. Demonstrate Ethical and Professional Behavior.	EPAS 1
<ul style="list-style-type: none"> <li>● Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> </ul>	1.a
<ul style="list-style-type: none"> <li>● Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> </ul>	1.b
<ul style="list-style-type: none"> <li>● Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> </ul>	1.c
<ul style="list-style-type: none"> <li>● Use supervision and consultation to guide professional judgment and behavior.</li> </ul>	1.e

2. Engage Diversity and Difference in Practice	EPAS 2
<ul style="list-style-type: none"> <li>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> </ul>	2.a
<ul style="list-style-type: none"> <li>Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> </ul>	2.b
<ul style="list-style-type: none"> <li>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	2.c
3. Advance Human Rights and Social, Economic, and Environmental Justice.	EPAS 3
<ul style="list-style-type: none"> <li>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> </ul>	3.a
<ul style="list-style-type: none"> <li>Engage in practices that advance social, economic, and environmental justice.</li> </ul>	3.b
4. Engage in Practice-informed Research and Research-informed Practice.	EPAS 4
<ul style="list-style-type: none"> <li>Use practice experience and theory to inform scientific inquiry and research;</li> </ul>	4.a
<ul style="list-style-type: none"> <li>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> </ul>	4.b
<ul style="list-style-type: none"> <li>Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	4.c
5. Engage in Policy Practice.	EPAS 5
<ul style="list-style-type: none"> <li>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> </ul>	5.a
<ul style="list-style-type: none"> <li>Assess how social welfare and economic policies impact the delivery of and access to social services;</li> </ul>	5.b
<ul style="list-style-type: none"> <li>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	5.c
6. Engage with Individuals, Families, Groups, Organizations, and Communities	EPAS 6
<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> </ul>	6.a
<ul style="list-style-type: none"> <li>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	6.b
7. Assess Individuals, Families, Groups, Organizations, and Communities.	EPAS 7
<ul style="list-style-type: none"> <li>Collect and analyze data, and apply critical thinking to interpret information from clients and constituencies;</li> </ul>	7.a

<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</li> </ul>	7.b
<ul style="list-style-type: none"> <li>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> </ul>	7.c
<ul style="list-style-type: none"> <li>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	7.d

8. Intervene with Individuals, Families, Groups, Organizations, and Communities.	EPAS 8
<ul style="list-style-type: none"> <li>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> </ul>	8.a
<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> </ul>	8.b
<ul style="list-style-type: none"> <li>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> </ul>	8.c
<ul style="list-style-type: none"> <li>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> </ul>	8.d
<ul style="list-style-type: none"> <li>Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>	8.e

9. Evaluate with Individuals, Families, Groups, Organizations, and Communities.	EPAS 9
<ul style="list-style-type: none"> <li>Select and use appropriate methods for evaluation of outcomes;</li> </ul>	9.a
<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</li> </ul>	9.b
<ul style="list-style-type: none"> <li>Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> </ul>	9.c
<ul style="list-style-type: none"> <li>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>	9.d

Competence in meeting the above objectives will be measured by your demonstration of competencies in a field setting, the field integrating meetings, written assignments, and FFI visits.

### **Methods of Instruction**

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

### **Course Reading and Support Materials/Textbooks**

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

### **Requirements/Expectations of the Course**

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

#### Hours and Attendance

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

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

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

#### **Field Integrating Meeting**

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

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

#### **Assignments**

*\*See Assignment Schedule for due dates\**

*Due in both 481 & 482 (both blocks):*

- **Field Practicum Journals:** These serve as a communication link between you and your FFI and a tool to reflect on your experiences in the field from the perspective of your social work classroom education. Journals, following the guidelines provided, are to be submitted on Canvas. Failure to turn in journals as expected will result in a grade reduction for the practicum.
- **Supervision Conference Report:** One of the most important tasks of the field practicum and the development of the professional self is the ability to use supervision effectively. You are expected to meet regularly (weekly) for formal supervision with your agency supervisor. Part of learning to use supervision is setting an agenda to address issues that will enhance your personal/professional development, and planning intervention skills. Learning as much as you can from your supervisor is important. Three written reports which have been reviewed and initialed by your supervisor will be turned into your FFI within two days of the conference.
- **Learning Plan:** Learning plans are assigned at the discretion of the FFI. ***Not all FFIs will require a learning plan as these are optional.***\*The learning plan allows for students to articulate learning activities and tasks as they relate to the CSWE competencies outlined in the 2015 EPAS. The plan states activities that are site-specific, measurable, and individualized with the goal of promoting the student's successful development of professional competencies. This plan is to be discussed (and negotiated) between the student, agency supervisor, agency task supervisor (where applicable). It provides the basis for evaluating the student's professional development. The student's plan should be comprehensive, with activities added (or removed) as the year progresses to reflect the actual growth and fluidity of the learning experience. The student's individual Faculty Field Instructor reserves the right to assign, re-assign, or request multiple updates and edits to the plan. It is meant to grow as you grow. FFI consultation is available as needed to support the development of this plan.

*Due in SOWK 481 (block 1):*

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

*Due in SOWK 482 (block 2):*

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

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

### **Methods of Evaluation**

Demonstration of Competency and Determination of Grades



The basis for determining your grade for each block course can be found in the Learning Objectives for SOWK 481 Social Work Field Practicum I and SOWK 482 Social Work Field Practicum II above, the field assignments contained therein and in the "Field Practicum Evaluation of Student Performance." The syllabi and field evaluation form are discussed during SOWK 493 sessions along with an explanation of how each plays a role in determining your final grade.

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

#### Field Practicum Evaluation of Student Performance

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

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

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

### Departmental Policies

#### **Diversity, Access and Inclusion Policies**

James Madison University and the department of Social Work are communities dedicated to diversity, equity and inclusivity. As faculty, we believe that learning environments should support a diversity of thoughts, perspectives, experiences, and identities. We invite you to share anything with us that might help create a more inclusive and welcoming learning environment.

If you have a documented disability (or think you may have a disability) and, as a result, need reasonable accommodations to participate in this class, complete course requirements, or benefit from the University's programs or services, contact the Office of Disability Services (ODS) as soon as possible. To receive accommodations, you must be appropriately registered with ODS. The ODS works confidentially in partnership with students, faculty, and other University departments to ensure equal access through Universal Design and reasonable accommodations. The office is located in the Student Success Center, Suite 1202. You may contact them by phone at 540-568-6705 or through email at [disability-svcs@jmu.edu](mailto:disability-svcs@jmu.edu).

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. Each faculty member determines what accommodations are appropriate for

his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, or outside-of class activity.

Resources for DEI challenges:

- If you have experienced an accessibility challenge or have questions about disability services, contact the Office of Disability Services.
- If you have experienced sexual misconduct or have questions about sex or gender discrimination, contact the Title IX Office.
- If you have experienced harassment or discrimination, contact the Office of Equal Opportunity.
- To report a violation of JMU community standards or for questions about student accountability, contact the Office of Student Accountability and Restorative Practices (OSARP).
- To report a concern or for questions about campus diversity, equity and inclusion, contact the Office of Access and Inclusion.

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

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

Punctuality	Assumption of responsibility for actions
Attendance	Acceptance of written feedback (200 level courses)
Follow-through/dependability	Effective use of written feedback (300-400 level course)
Handling stress	Meeting of Deadlines
Using humor appropriately	Work organization
Flexibility	

In keeping with positive classroom etiquette, please be aware that you should not engage in unauthorized use of the internet, email access and texting during class. You will also want to be sure that your cell phone is off during the class session.

**PROFESSIONAL BEHAVIORS CHART** – Professional Behaviors Charts are explained in class. Students may receive charts as indication of areas that need to be strengthened in regards to behaviors that support student’s professional development. The charts are extensive and generally reviewed with the professor. A student is required to develop strategies to address behaviors of concern. A copy of the behavioral concern is forwarded to a student’s academic advisor for review and may be considered for admissions and later field placement decisions.

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

### **Departmental Grading Scale**

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

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

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

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

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

**A :** Excellent. Mastery of material; robust scholarship; insightful and effective integration and application of concepts in meeting course learning objectives. Strong reflection skills and evidence of perspective-taking.

**B :** Solid. Good grasp of material; links to outside/scholarly sources to examine questions. Able to demonstrate course learning objectives with clarity. Demonstrates “*walking around knowledge*” and capacity for “perspective-taking.”

**C :** Basic. Adequate understanding of material at recognition/recall/understanding level; Completes requirements with limited/ minimal scholarship and/or evidence of integrating concepts. Course Objectives are met at basic level.

**D :** Lacking. Incomplete and/or misdirected engagement with material. Lack of integration and application of scholarly concepts. Missing evidence of consistent scholarly endeavor. One or more Course Objectives are not demonstrated.

**F :** Insufficient. Course assignments do not reflect the meeting of Course Objectives.  
[Adopted 8/2022]

**Grades in required Social Work Courses:**

In order to progress in the social work program, a grade of C (2.0) or higher must be earned in each required SOWK course. In addition, each course in the core curriculum contains required program-driven assignments and activities (PDAs). Students must complete all course PDAs to receive a final grade and credit for the class. In the event that a program-driven requirement is not completed, a final grade cannot be awarded, and “Incomplete” will be entered in the transcript until all PDAs are fulfilled.

If a grade lower than 2.0 is earned, the course may be repeated. *A course may be repeated only once in order to continue in the major.*

**Written Work Back-Up**

Keep a second copy of any written work submitted. If for any reason work submitted is lost/misplaced/not available, faculty cannot assume that work was submitted and was of acceptable merit. Likewise, keep exams

and papers returned with a grade or comments should grade lists be lost or inadvertently deleted from a faculty computer. In the event of the above, it would be your responsibility to submit the material in question.

## UNIVERSITY POLICIES

### **Academic Honesty /Honor Code Statement:**

By accepting admission to JMU, you make a commitment to understand, support, and abide by the University's honor system without compromise or exception. This class will be conducted in strict observance of the JMU Honor System. The JMU Honor Code is available from the Honor Council Website:

<http://www.jmu.edu/honor/code.shtml>.

Plagiarism in a paper is indistinguishable from deliberate dishonesty, carelessness or ignorance. A student must be alert to avoid the sort of carelessness or ignorance that may leave them open to a charge of having plagiarized another's work. Students who are suspected of violating the Honor Code may receive a failing grade and be brought before the Honor Board.

Additionally, as a future social worker you are expected to adhere to the NASW Code of Ethics. Please familiarize yourself with professional expectations.

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

If you have a disability protected under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, students with special needs who require accommodations in course-based efforts must contact the instructor immediately to discuss their specific needs. Course accommodations are based on documentation from the Office of Disability Services. Students need to contact the Office of Disability Services, located on the first floor of the Student Success Center [ <http://www.jmu.edu/ods> ] before any appropriate accommodations can be made. JMU does not discriminate on the basis of race, color, creed, national of origin, sex, age, sexual orientation or disability in admission or access to, or treatment in, its educational programs or activities.

### **Adding/Dropping Classes:**

Students are responsible for registering for classes and for verifying their class schedules on e-campus (MyMadison).

Last day to add or drop a class: Withdrawing from a class after the drop deadline results in a "W" grade and corresponding tuition charges, if applicable.

- Semester / 1st Block is 9/2/22

- 2nd Block is 10/24/22

*Add with Departmental Permission* - instructor and academic unit head signatures are required to add a class for fall semester 2022. - Semester / 1st Block is 9/12/22

- 2nd Block is 11/1/22

No exceptions will be made to these deadlines.

### **Class Session Recordings and Distribution:**

Unauthorized recording by students is prohibited. Only instructors may record class sessions outside of reasonable accommodations established by the Office of Disability Services. Students are prohibited from downloading class session recordings except for their personal educational use and may not share, as to do so

would be a violation of the JMU Honor Code. Class recordings are only available to class members during the class term. Instructors must inform students of recording, must not violate students' civil rights, or violate copyright or other intellectual property rights, laws, or policies.

Students who fail to follow this policy are subject to disciplinary action through the Office of Student Accountability & Restorative Practices (OSARP). Any alleged violation by a student of this policy shall be referred to OSARP, who will investigate the situation and make a decision. Students found guilty/responsible of a violation are subject to sanctions up to and including suspension or dismissal. Students are invited to discuss this policy with the instructor.

### **Disruptive Behavior:**

Students are required to abide by the rules of conduct established by the university and by individual instructors in classes. Students shall not engage in disruptive behavior or negatively impact the learning environment in classes.

Disruptive behavior is defined as inappropriate student behavior that a reasonable faculty member would view as interfering with the ability of instructors to teach and students to learn. It may constitute a violation of law, a violation of the student conduct code or a violation of an instructor's established rules of conduct for a particular class.

Examples include, but are not limited to:

- Verbal or physical threats or harassment
- Physical violence
- Refusal to comply with reasonable faculty member instructions
- Interrupting other speakers, speaking out without being recognized or engaging in personal insults
- Refusal to comply with JMU guidelines related to COVID-19
- Refusal to comply with directives related to health and safety issued by state and federal authorities

Civil expression, disagreement or debate as permitted within the class as permitted by a faculty member is not, in itself, disruptive behavior and is not prohibited

The instructor has the authority to maintain order in the classroom, the lab or any other learning environment where instruction takes place so that all students may participate in the learning process. This includes the authority to impose sanctions on students who engage in behavior disruptive of the learning process. This authority must be exercised responsibly and with consideration not only of the student sanctioned, but also of the other students in the class.

### **Religious Observation Accommodations:**

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for their course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.

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

If the university cancels classes due to weather or other emergency, decisions on how to make up the time will be made by the instructor. Options include a) holding class on the official university make up day, b) holding class at another time acceptable to students, c) holding class electronically, d) assigning additional work commensurate with course time missed or e) making up materials in remaining class sessions. If class is canceled by the instructor for other reasons, specific directions will be provided by the instructor and could include holding class electronically or through additional assignments commensurate with the course time missed.

## **APPENDIX B**

### **STUDENT INFORMATION AND FORMS**

# James Madison University Social Work Department

## Field Integrating Meeting Class Schedule

<p style="text-align: center;"><b><u>Class 1</u></b></p> <ul style="list-style-type: none"> <li>· Introductions, agency share</li> <li>· Course introduction             <ul style="list-style-type: none"> <li>○ FIM purpose &amp; Syllabus</li> <li>○ Reminders of expectations &amp; field process (review of field manual, hours log, evaluation, field visits)</li> <li>○ Assignments</li> </ul> </li> <li>· Agency share</li> <li>· 1st week reflection (orientation, engagement, experiences)</li> </ul>	<p style="text-align: center;"><b><u>Class 4</u></b></p> <ul style="list-style-type: none"> <li>· Case study questions</li> <li>· Self-awareness &amp; professional use of self</li> <li>· Skill integration</li> <li>· Theoretical frameworks &amp; application in your settings</li> <li>· Field reflections &amp; case shares</li> </ul>
<p style="text-align: center;"><b><u>Class 2</u></b></p> <ul style="list-style-type: none"> <li>· Community Agency Study questions</li> <li>· Review CSWE competencies in the context of field</li> <li>· Essential attitudes of practicum students</li> <li>· Supervision (effective use of, learning vs teaching styles, functions of a supervisor, supervisory roles)</li> <li>· Safety in the field</li> <li>· Field reflections &amp; case shares</li> </ul>	<p style="text-align: center;"><b><u>Class 5</u></b></p> <ul style="list-style-type: none"> <li>· Policy across levels (discuss impact of social policies on organizational, local, state, national &amp; international issues)</li> <li>· Termination</li> <li>· Next step conversations &amp; support (grad school search &amp; job search)</li> <li>· Review</li> <li>· Field reflections &amp; case shares</li> </ul>
<p style="text-align: center;"><b><u>Class 3</u></b></p> <ul style="list-style-type: none"> <li>· Professional practice in the field             <ul style="list-style-type: none"> <li>○ Time management</li> <li>○ Professional communication</li> <li>○ Professional boundaries</li> </ul> </li> <li>· Ethical dilemmas &amp; decision making</li> <li>· Diversity issues</li> <li>· Professional self-care</li> <li>· Field reflections &amp; case shares</li> </ul>	<p style="text-align: center;"><b><u>Class 6</u></b></p> <ul style="list-style-type: none"> <li>· Case study presentations</li> <li>· Reflections             <ul style="list-style-type: none"> <li>○ Performance as student and emerging practitioner</li> <li>○ Merging of self &amp; profession</li> </ul> </li> <li>· Celebrations &amp; farewell</li> </ul>

## James Madison University Social Work Department

### Student Incident Report Form

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_

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

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

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

Debriefing plan to address the impact on the student:

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

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

Field supervisor's signature: \_\_\_\_\_

Faculty Field Instructor's signature: \_\_\_\_\_

Field Director's signature:

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



## Guidelines For Agency Pre-placement Interview

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

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

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

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

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

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

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

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

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

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

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

The following agreement must be agreed to and signed:

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

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

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

Director of Field Instruction Signature \_\_\_\_\_ Date \_\_\_\_\_

**JAMES MADISON UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FIELD PRACTICUM AGENCY ASSESSMENT**

Agency:

Date:

Supervisor(s):

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

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

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

Rating scale:

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

**Evaluation of the agency supervisor:**

1. My agency supervisor or appropriate alternate was available when I needed him/her.
2. My agency supervisor set aside weekly scheduled time with me for individual supervision sessions.
3. My agency supervisor adequately explained my roles and responsibilities within the agency.
4. My supervisor took time to inquire about my learning needs and learning style.
5. My agency supervisor adequately explained his/her role and responsibilities as my supervisor.
6. My agency supervisor helped me access resources needed to follow through with my role and responsibilities.
7. My agency supervisor helped me to talk about subjects related to placement/practice that were not comfortable to discuss.
8. My agency supervisor shared his/her professional thoughts and feelings.
9. My agency supervisor used self-disclosure appropriately.

10. My agency supervisor helped me sort out and address my concerns related to placement and practice.
11. My agency supervisor gave me the freedom to exercise my professional judgment.
12. My agency supervisor created the kind of atmosphere in which I felt free to discuss and learn from my mistakes as well as successes and to ask for guidance as needed.
13. There were opportunities to discuss my strengths and areas needing improvement with my agency supervisor.
14. My agency supervisor demonstrated an understanding and acceptance of the social work program's goals and objectives for the field practicum experience.
15. My supervisor helped me assess my professional work habits and discern strategies for improvement where appropriate.
16. My supervisor helped me to understand and interpret the intent of policies and procedures in the agency.
17. My agency supervisor was effective in providing information on cultural competency issues.

**Open responses:**

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

How could your agency supervisor have been more helpful?

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

Student Signature: (*[Student Name]*):

**JAMES MADISON UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
STUDENT EVALUATION OF THE FIELD PRACTICUM EXPERIENCE**

Agency:

Date:

Agency supervisor(s):

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

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

Rating scale:

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

**Evaluation of the field practicum setting:**

1. The agency's expectations of my student role and its boundaries were clear.
2. The agency provided adequate resources for my learning experience: desk, office supplies, phone & computer access, library, access to agency files, etc.
3. I was given the opportunity to be involved with staff meetings including an opportunity for input.
4. The agency provided me with opportunities for exposure to external/community resources and networking.
5. The agency was flexible in meeting my needs as a student for professional and personal growth and interests as the practicum progressed.
6. The agency provided opportunities for a variety of experiences that reflect generalist social work practice.
7. The agency setting reflected the values of social work including social justice.
8. I felt comfortable with office politics and dynamics.
9. The agency provided me with a safe comfortable avenue to give constructive feedback.
10. There was an adequate orientation to the agency/organization, including the social worker's role within the agency.
11. I was made aware of crisis/risk management and grievance procedures of the agency.
12. The agency provided a safe environment and appropriate training to ensure my safety.

**Open-ended response:**

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

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

Student Signature:







**Department of Social Work  
James Madison University**  
**Field Practicum Evaluation of Student Performance** (revised 12/22)

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

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

Check one:

\_\_\_\_ Practicum I  
\_\_\_\_ Practicum II

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

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

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

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

\_\_\_\_\_

**Supervisor(s)**

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

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

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

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

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

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

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

- 3. Demonstrates awareness of the impact they have on those with whom they work.

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

- 4. Demonstrates awareness of one's own strengths.

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

- 6. Uses supervision and consultation effectively.

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

- 1--demonstrates little motivation in seeking new learning opportunities.
- 3--learns from information and opportunities readily available.
- 5--requests information and seeks opportunities and information in addition to those readily available.

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

- 1--exhibits difficulty in understanding and accepting persons who are different.
- 3--demonstrates sufficient self awareness to reduce the influence of biases and values in working with people from diverse groups.
- 5--consistently demonstrates understanding of the importance of difference in shaping life experiences: views self as learner and engages others as informers as appropriate.

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

**Skills and Abilities:**

Makes appropriate use of the following roles in carrying out responsibilities

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

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

- 1--needs help in identifying individual or system(s) strengths and how to utilize them.
- 3--often identifies individual or system(s) strengths and supports and encourages mutually identified change
- 5--consistently empowers others in creative ways, facilitates changing the environment

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

- 1--needs supervision in identifying opportunities for advocacy.
- 3--adequately identifies issues and has basic ability to advocate for them.
- 5--with input from the individual or group being represented, accurately identifies needs and represents them appropriately.

**Plan for demonstration:** \_\_\_\_\_

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

15. individuals

1                      2                      3                      4                      5

- 1--needs help in choosing and implementing effective strategies.
- 3--demonstrates ability to choose and implement effective strategies.

5--develops and implements creative action strategies.

**Plan for demonstration:** \_\_\_\_\_

16. families

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

17. groups/teams

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

18. organizations

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

19. \* local government

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

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

20. co-workers

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

21. \* other agencies/settings

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

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

22. engagement

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

23. assessment

1                      2                      3                      4                      5

- 1--has difficulty clearly stating or understanding a problem/issue, using professional judgment, or assessing strengths and limitations of those involved and the environment.
- 3--can state the problem/issue, has a general understanding of how to use professional judgment and can identify several strengths and limitations of those involved and the environment.
- 5--accurately organizes and interprets client data, makes good use of professional judgment to develop mutually agreed on strategies and demonstrates a comprehensive understanding of the strengths and limitations of those involved and the environment.

**Plan for demonstration:** \_\_\_\_\_

24. planning

1                      2                      3                      4                      5

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

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

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

**Plan for demonstration:** \_\_\_\_\_

25. intervention/implementation

1                      2                      3                      4                      5

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

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

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

**Plan for demonstration:** \_\_\_\_\_

26. evaluation

1                      2                      3                      4                      5

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

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

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

**Plan for demonstration:** \_\_\_\_\_

27. termination

1                      2                      3                      4                      5

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

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

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

**Plan for demonstration:** \_\_\_\_\_



28. uses interprofessional collaboration as appropriate to the agency to maximize outcomes for clients and communities

1                      2                      3                      4                      5

- 1--has difficulty collaborating inter-professionally in work with and for clients.
- 3--collaborates inter-professionally as appropriate to achieve beneficial client outcomes.
- 5--recognizes the importance of inter-professional collaboration and demonstrates their ability to collaborate inter-professionally to maximize practice outcomes for clients and communities.

**Plan for demonstration:** \_\_\_\_\_

29. uses community resources appropriately

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

31. \* demonstrates ability to analyze policy

1                      2                      3                      4                      5

- 1--shows limited awareness of agency policies and procedures.
- 3--is aware of agency policies and procedures.
- 5--analyzes agency/setting's policies and procedures and raises pertinent questions with appropriate staff.

**Plan for demonstration:** \_\_\_\_\_

32. \* demonstrates ability to evaluate program effectiveness

1                      2                      3                      4                      5

- 1--understands but needs more experience to evaluate program effectiveness.
- 3--demonstrates ability to evaluate program effectiveness.
- 5--provides input for program changes and improvement.

**Plan for demonstration:** \_\_\_\_\_

**Demonstrates understanding for social research through:**

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

1                      2                      3                      4                      5

- 1--demonstrates limited awareness of methods to evaluate practice.
- 3--can create a research design to evaluate practice.
- 5--can implement a research design to evaluate practice and draw conclusions as to implementation effectiveness.

**Plan for demonstration:** \_\_\_\_\_

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

1                      2                      3                      4                      5

- 1--limited awareness and interest in data and how they are used.
- 3--knowledge of types of data used by the agency.
- 5--critiques and assesses data used and makes suggestions for practical solutions.

**Plan for demonstration:** \_\_\_\_\_

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

35. written

1                      2                      3                      4                      5

- 1--needs guidance in developing structure, clarity and content.
- 3--generally correct grammatically but readability is affected.
- 5--clear, concise, well structured writing style with no grammatical errors.

**Plan for demonstration:** \_\_\_\_\_

36. oral

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

37. Interviewing

- 1--difficulty with gathering information and active listening

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

**Plan for demonstration:** \_\_\_\_\_

38. non-verbal

1                      2                      3                      4                      5

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

**Plan for demonstration:** \_\_\_\_\_

**Demonstrates an understanding of/ability to advance human rights and social, economic, and environmental justice:**

39. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

1                      2                      3                      4                      5

1--has difficulty identifying forms and mechanisms of discrimination and oppression that impact human rights  
 3--is able to identify forms and mechanisms of discrimination and oppression that impact human rights  
 5--demonstrates ability to address forms and mechanisms of discrimination and oppression by advocating for human rights

**Plan for demonstration:** \_\_\_\_\_

40. Engage in practices that advance social, economic, and environmental justice

1                      2                      3                      4                      5

1--has difficulty engaging in practices that advance social, economic, and environmental justice  
 3--is able to engage in practices that advance social, economic, and environmental justice  
 5--demonstrates actions and activities that advance social, economic, and environmental justice

**Plan for demonstration:** \_\_\_\_\_

**Professional work habits**

1                      2                      3                      4                      5  
 Poor              Below Average      Average              Above Average      Superior

Punctuality		Assumption of responsibility for actions	
-------------	--	--	--

Attendance		Flexibility	
Follow Through/Dependability		Work organization	
Meeting of Deadlines		Effective use of written feedback	
Ability to handle stress		Effective use of verbal feedback	
Ability to use humor appropriately		Professional presentation through email	
Completes assigned tasks		Professional communication through use of telephone	

**Summary Evaluative Statement**

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

**Things to work on**

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

This evaluation has been reviewed and discussed by:

**Signatures:**

## **APPENDIX C**

### **GUIDELINES FOR ASSIGNMENTS**

## **SOWK 481/2—Field Practicum I & II**

### **Field Integrating Meetings**

#### **Rationale and/or Description:**

Field students are assigned a Faculty Field Instructor who will meet with their group of students a minimum of four times during the semester. Facilitated discussions will require preparation as indicated by each instructor.

#### **Purpose:**

These meetings are designed to have you begin building pre-competency in the following areas:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (Competency 1a)
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (Competency 1b)
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (Competency 1c)
- Use supervision and consultation to guide professional judgment and behavior (Competency 1e)
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (Competency 2a)
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (Competency 2c)
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (Competency 5a)

#### **Process**

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

#### **Product**

All students are expected to actively participate in each of these sessions, sharing their own agency experiences and commenting on others' experience. Class participation is expected and included in the grading process for both SOWK 481 and 482. Each Faculty Field Instructor will assess students based on their attendance, preparation, and participation in the meetings.

<b>CSWE Comp #</b>	<b>Know</b>	<b>Values</b>	<b>Skills</b>	<b>Cognitive &amp; Affective Processes</b>	<b>Formative Assessment Measures</b>
1 a, b, c, e Prof/ethics	X	X	X	X	Class participation and engagement will demonstrate knowledge of ethics and the use of consultation to make ethical decisions. Students will demonstrate ability to identify policies and their impact on practice experiences.
2 a & c Diversity	X	X	X	X	Based on class participation and engagement, students will demonstrate ability to critically reflect on difference, personal values, and biases.
5a Policy	X	X		X	Based on class participation and engagement, students will demonstrate ability to identify policies and their impact on practice experiences.

## SOWK 481 and 482 —Field Practicum I & II Field Journals

### **Rationale and/or Description:**

Social work students are required to reflect upon their practicum experiences throughout the semester. Field journals serve as a communication link between the student and their Faculty Field and a tool to reflect on your experiences in the field from the perspective of your social work classroom education. This assignment facilitates students in identifying as generalist social work practitioners and integrating field experiences with classroom learning. There are two separate prompts for field journals.

### **Purpose:**

This assignment is designed to have you begin building pre-competency in the following area:

- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (Competency 1b)
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (Competency 2c)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (Competency 6a)
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (Competency 6b)

### **Product:**

#### **First Field Journal**

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

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

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

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

Describe yourself and own position in the agency (gender, religion, race, age, education level, status in agency). How might these characteristics affect your relationship with colleagues and clients? How might who you are affect the change process with clients? How do you plan to build on your strengths?

#### **Second Field Journal**

##### **Part 1: Description**

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

- When did this particular experience take place?
- Where did it take place?



- Who else was there? Please do not use the real names of clients.
- What did I do? What did others do? What actions did I/ others take?
- What did I/ we say or otherwise communicate (e.g., through writing)?
- Who didn't speak or act?
- What else happened that might be important (e.g. equipment failure, weather-related issues, etc.)

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

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

Source:

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

<b>CSWE Comp #</b>	<b>Know</b>	<b>Values</b>	<b>Skills</b>	<b>Cognitive &amp; Affective Processes</b>	<b>Formative Assessment Measures</b>
1b Prof/ethics				X	Paper demonstrates the student's ability to reflect on their own practice.
2c Diversity		X		X	Paper demonstrates self-awareness as the student reflects on their biases, values, and assumptions as they enter the professional space.
6a Engage	X	X	X	X	Paper demonstrates knowledge, values and skills as well as self-reflection in applying theory to build relationships

## SOWK 481: Social Work Field Practicum I

### Community Agency Study

#### **Rationale and/or Description:**

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

This assignment is designed to have you begin building pre-competency in the following areas:

- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication (EP 1c)
- Use supervision and consultation to guide professional judgement and behavior (EP 1e)
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (EP 2a)
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (EP 4b)
- Assess how social welfare and economic policies impact the delivery of and access to social services (EP 5b)
- Collect and analyze data, and apply critical thinking to interpret information from clients and constituencies (EP 7a)

#### **Process:**

Each student will use their field practicum site and analyze the agency using the outline below.

#### **Product:**

This assignment includes one draft with comments regarding the content (not copy editing) from your supervisor and one finished paper which will include a bibliography of appropriate sources.

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

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

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

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

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

*Multiple-students in one placement option:*

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

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

<b>CSWE Comp #</b>	<b>Know</b>	<b>Values</b>	<b>Skills</b>	<b>Cognitive &amp; Affective Processes</b>	<b>Formative Assessment Measures</b>
1 a & e Prof/ethics	X		X	X	Paper demonstrates professional writing and evidence of consultation with supervisor.
2a Diversity	X	X		X	Paper demonstrates knowledge of diversity and difference within the organization and the clients served. Students analyze its impact on service delivery.
4b Research	X			X	Paper demonstrates knowledge and ability to analyze scholarly literature on history, funding, and agency policies.
5b Policy	X	X		X	Paper demonstrates knowledge and analysis of access, organizational policies, and the impact on service delivery.
7a Assessment	X			X	Paper demonstrates knowledge and ability to interpret information gained from organizational partners and funding sources.

## **Outline:**

### **Relevant Community History**

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

### **Agency History**

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

### **External Relationships**

Note how the agency is classified (public/private/ for-profit/non-profit). Identify what governmental agencies have an impact on your setting and how. (Refer to Community Theory, i.e. Warren, regarding horizontal and vertical inter-organizational relationships.) How is your setting funded? *Evaluate* the funding adequacy as well as means funds are generated. Evaluate how adequacy and means of funding relates to attracting qualified staff, agency resources, and meeting staffing needs. How does the agency evaluate program outcomes?

### **Organizational Functioning**

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

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

### **Agency Consumers**

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

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

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

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

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

### **Agency Access**

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

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

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

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

### **Conclusions**

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

### **References**

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

**Grading Grid for Community – Agency Study**

	0 Assignment instructions not addressed	1 Clear and accurate description, uses and correctly sites at least one source	2 Some original analysis of key issues, sites social work theory	3 Shows exceptional insight to issues, uses multiple sources, is able to connect theory to practice
<p>Community History</p> <p>Appraises how history, environment and population, scientific and technological developments, and emerging societal trends to provide affect agency and services</p>				
<p>Agency History</p> <p>Appraises how history, environment and population, , scientific and technological developments, and emerging societal trends to provide affect agency and services</p>				
<p>External Relationships</p>				
<p>Organizational Functioning</p> <p>Critically analyses professional roles and boundaries</p>				
<p>Agency Access</p> <p>Understands mechanisms of oppression and discrimination</p>				
<p>Agency Consumers</p> <p>Demonstrates understanding of difference in shaping experience of agency clients</p>				

recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power				
Conclusions Able to suggest sustainable changes to improve service delivery of quality of service.				
Other observations				
Distinguishes, appraises, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;				

## SOWK 482—Field Practicum II

### Macro Case Study

#### **Rationale and/or Description:**

As one of 3 options for demonstration of holistic learning from the BSW program at JMU, the Macro Learning Case Study is designed to give you an in-depth firsthand experience in social work macro practice. The major purpose for engaging in this project is for you to take major responsibility for an administrative level task within your field agency. The project includes a written assignment to evaluate your ability to analyze administrative or community problems/situations, design a plan of action to address the problem/situation, implement the plan, develop an evaluation design, and appropriately document the process.

#### **Purpose:**

This assignment is designed to have you begin building pre-competency in the following area:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (Competency 1a)
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (Competency 2a)
- Present themselves as learners and engage clients and constituencies as experts of their own experiences (Competency 2b)
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (Competency 2c)
- Use practice experience and theory to inform scientific inquiry and research (Competency 4a)
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (Competency 4b)
- Use and translate research evidence to inform and improve practice, policy, and service delivery (Competency 4c)
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (Competency 5a)
- Assess how social welfare and economic policies impact the delivery of and access to social services (Competency 5b)
- Collect and analyze data, and apply critical thinking to interpret information from clients and constituencies (Competency 7a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (Competency 7b)
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (Competency 7c)
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (Competency 7d)
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (Competency 8a)



- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (Competency 8b)
- Facilitate effective transitions and endings that advance mutually agreed-on goals (Competency 8e)
- Select and use appropriate methods for evaluation of outcomes (Competency 9a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (Competency 9b)
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes (Competency 9c)
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (Competency 9d)

**Process:**

Students will facilitate change in macro systems, which requires working on multiple levels and using a variety of skills at the individual, group and community/organizational level. Successful macro level work requires creating and following a plan with your client or target group. Students will follow the outline below to implement a macro level project within their organization.

**Product:**

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

<b>CSWE Comp #</b>	<b>Know</b>	<b>Values</b>	<b>Skills</b>	<b>Cognitive &amp; Affective Processes</b>	<b>1. Formative Assessment Methods</b>
1 a Prof/ethics	X	X	X	X	Paper demonstrates knowledge of and ability to use practice experience, theory, and research to inform inquiry and analyze findings. Students apply knowledge of human behavior and theory to choose, implement, and evaluate interventions. Completion of all parts of Macro Learning Case Study.  1: Demonstrate professional documentation in consultation with supervisor  2: Demonstrates ability to adapt practice to work with diverse client systems.  3: Demonstrates ability to engage in and/or apply understanding of human rights and social, economic, and environmental justice to their client/client system.
2 a, b & c Diversity					
3 a, b Human Rights					
4 a, b & c Research					

5 a & b Policy					4: Demonstrates use of research to influence practice and use of research methods to evaluate practice outcomes.
7 a,b,c &d Assess					5: Demonstrates use of policy in the context of service delivery.
8 a, b & e Intvn					7: Demonstrates critical thinking to interpret information from client systems and apply knowledge of HBSE and analysis of assessment data. Develops goals and selects intervention strategies with clients.
9 a, b, c, & d Evaluate					8: Demonstrates ability to choose and implement interventions based on assessment.  9: Demonstrates ability to develop and use tools to evaluate practice.

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

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

### II. PROBLEM/SITUATION DEFINITION

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

### III. PLANNING PROCESS

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

### IV. PROGRAM/PROJECT DESIGN

This section describes the end product of the macro process. Describe what was done (and by whom) to address each issue identified in Section II. Include specifics such as staffing, program elements, goals, clients served, budget balance sheet, etc. Flow charts, organizational charts, job descriptions, referral procedures, and other relevant supportive material must be included as attachments or appendices to the report.

#### V. PROGRAM EVALUATION

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

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

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





## SOWK 482—Field Practicum II

### Mezzo Case Study

#### **Rationale and/or Description:**

As one of 3 options for demonstration of holistic learning from the BSW program at JMU, the Mezzo Learning Case Study is designed to give you an in-depth empirical experience in social work group work practice. The case study may involve starting a new group within an agency setting or co-facilitating an existing group for a minimum of **six** sessions where you provide a significant contribution to planning, implementing, facilitating, and evaluating group activities/processes.

#### **Purpose:**

This assignment is designed to have you begin building pre-competency in the following areas:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (Competency 1a)
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (Competency 2a)
- Present themselves as learners and engage clients and constituencies as experts of their own experiences (Competency 2b)
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (Competency 2c)
- Use practice experience and theory to inform scientific inquiry and research (Competency 4a)
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (Competency 4b)
- Use and translate research evidence to inform and improve practice, policy, and service delivery (Competency 4c).
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (Competency 5a)
- Assess how social welfare and economic policies impact the delivery of and access to social services (Competency 5b)
- Collect and analyze data, and apply critical thinking to interpret information from clients and constituencies (Competency 7a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (Competency 7b)
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (Competency 7c)
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (Competency 7d)
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (Competency 8a)

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (Competency 8b)
- Facilitate effective transitions and endings that advance mutually agreed-on goals (Competency 8e)
- Select and use appropriate methods for evaluation of outcomes (Competency 9a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (Competency 9b)
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes (Competency 9c)
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (Competency 9d)

### **Process:**

Students will follow the outline below to start or co-facilitate a group within their organization.

### **Product:**

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

1. **Describe your group's setting, membership.** This section should *fully address* the areas identified in the mezzo planning a group assignment (worksheet attached). This means *rich descriptions* of each component.
2. **Group purpose.** Identify and address what factors contribute to starting the group and to what end the group assists the agency in meeting its mission. Identify and discuss any evidence based literature and/or theories that supports this assertion. What evidence supports, or not, the approach of group work to meet the stated purposes of group work as an intervention for the agency's client/member/consumer/resident population?
3. **Planning Process.** Describe the major planning steps taken for each of the **six** sessions you will co-facilitate. Identify the overall theme of the sessions (what is being addressed and to what end). Consider your evaluation here – operationalizing key areas of change, adjustment, adaptation, or transition for group members. Identify and describe activities planned for each session, and for what purpose you employed these techniques.
4. **Briefly explain federal/state and local/agency policies that affect work with your client system.** This requires you to think about what large system policies impact your daily work with the client system. You should identify and discuss at least one federal/state policy **and** one local (state or municipality)/ agency policy
5. **Evaluation.** Remembering that evaluation starts from conception, identify with specificity your evaluation plan including formative and summative measures. Illustrate monitoring of your intervention across group sessions. Provide results/findings – was your intervention effective? Discuss your findings accounting for any intervening variables that may have impacted your efforts.
6. **Group Process.** Discuss your group process over the six sessions. Focus has three parts:
  - a. *Your role /efforts as co-facilitator* - Identify and discuss what were your group co-facilitation strengths and challenges. Identify skills attempted, both successful and those not as effective.

- b. *Group member engagement* - This should include significant group dynamics, identification of group member behaviors, group cohesion. Recognize the strengths and challenges of group members as discovered through your work with group members.
  - c. *Termination*. Describe and discuss your termination process. Identify any steps taken in developing, implementing or evaluating your termination process.
7. **Documentation**. Maintaining group members' confidentiality and agency policies provide at least two samples of your session documentation. Do not include identifying information of any persons receiving services through the agency as this would violate the NASW Code of Ethics and the agency policies.

Your final product should be a well written critical analysis in narrative form adhering to the following specifications.

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

CSWE Comp #	Know	Values	Skills	Cognitive & Affective Processes	Formative Assessment Methods
1 a Prof/ethics	X	X	X	X	Paper demonstrates knowledge of and ability to use practice experience, theory, and research to inform inquiry and analyze findings. Students apply knowledge of human behavior and theory to choose, implement, and evaluate interventions. Completion of all parts of Mezzo Learning Case Study.  1: Demonstrate professional documentation in consultation with supervisor  2: Demonstrates ability to adapt practice to work with diverse client systems.  3: Demonstrates ability to engage in and/or apply understanding of human rights and social, economic, and environmental justice to their client/client system.  4: Demonstrates use of research to influence practice and use of research methods to evaluate practice outcomes.
2 a, b & c Diversity					
3 a, b Human Rights					
4 a, b & c Research					
5 a & b Policy					
7 a, b, c & d					



8 a, b & e Intvn 9 a, b, c, & d Evaluate					<p>5: Demonstrates use of policy in the context of service delivery.</p> <p>7: Demonstrates critical thinking to interpret information from client systems and apply knowledge of HBSE and analysis of assessment data. Develops goals and selects intervention strategies with clients.</p> <p>8: Demonstrates ability to choose and implement interventions based on assessment.</p> <p>9: Demonstrates ability to develop and use tools to evaluate practice.</p>
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Worksheet

**Planning A Group**

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

Planning A Group

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

## SOWK 482—Field Practicum II

### Micro Case Study

#### **Rationale and/or Description:**

As one of 3 options for demonstration of wholistic learning from the BSW program at JMU, the Micro case study is designed to allow students to demonstrate ability to document their micro-level practice. Social workers routinely prepare formal reports of their work with client systems at times of significant transition in the case—a quarterly or annual report, perhaps—but ***always*** when the client-worker relationship is significantly altered via case closure, termination of services, and/or transfer to another worker or agency.

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

#### **Purpose:**

This assignment is designed to have you begin building pre-competency in the following areas:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (Competency 1a)
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (Competency 2a)
- Present themselves as learners and engage clients and constituencies as experts of their own experiences (Competency 2b)
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (Competency 2c)
- Use practice experience and theory to inform scientific inquiry and research (Competency 4a)
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (Competency 4b)
- Use and translate research evidence to inform and improve practice, policy, and service delivery (Competency 4c).
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (Competency 5a)
- Assess how social welfare and economic policies impact the delivery of and access to social services (Competency 5b)
- Collect and analyze data, and apply critical thinking to interpret information from clients and constituencies (Competency 7a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (Competency 7b)
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (Competency 7c)
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (Competency 7d)
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (Competency 8a)

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (Competency 8b)
- Facilitate effective transitions and endings that advance mutually agreed-on goals (Competency 8e)
- Select and use appropriate methods for evaluation of outcomes (Competency 9a)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (Competency 9b)
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes (Competency 9c)
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (Competency 9d)

**Process:**

Students will:

1. **Selection.** In consultation with your supervisor and FFI, select an individual client with whom you are working/have worked to serve as the subject for your Case Study. Discuss with your supervisor and FFI the ethical considerations about the advisability and/or responsibility of informing the client of this assignment.
2. **Research.** Locate and read at least 3 articles from professional literature that are relevant to your work with the client. Bring questions to your supervisor and/or your Field Integrating Meetings about the practice implications of what you learned from the reading.
3. **Report.** Complete a formal paper using the guidelines below.

**Product:**

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

CSWE Comp #	Know	Values	Skills	Cognitive & Affective Processes	Formative Assessment Methods
1 a Prof/ethics	X	X	X	X	Paper demonstrates knowledge of and ability to use practice experience, theory, and research to inform inquiry and analyze findings. Students apply knowledge of human behavior and theory to choose, implement, and evaluate interventions. Completion of all parts of Micro Learning Case Study.  1: Demonstrate professional documentation in consultation with supervisor  2: Demonstrates ability to adapt practice to work with diverse client systems.
2 a, b & c Diversity					
3 a, b Human Rights					
4 a, b & c					

Research 5 a & b Policy 7 a, b, c & d Assess 8 a, b & e Intvn 9 a, b, c, & d Evaluate					<p>3: Demonstrates ability to engage in and/or apply understanding of human rights and social, economic, and environmental justice to their client/client system.</p> <p>4: Demonstrates use of research to influence practice and use of research methods to evaluate practice outcomes.</p> <p>5: Demonstrates use of policy in the context of service delivery.</p> <p>7: Demonstrates critical thinking to interpret information from client systems and apply knowledge of HBSE and analysis of assessment data. Develops goals and selects intervention strategies with clients.</p> <p>8: Demonstrates ability to choose and implement interventions based on assessment.</p> <p>9: Demonstrates ability to develop and use tools to evaluate practice.</p>
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### MICRO CASE STUDY

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

**Identifying Information:** Brief description of client (including developmental stage, demographic information, initial presentation of self); referral information (including who, why, and when); and length of involvement with agency, etc., data sources for assessment.

**Biopsychosocial-Cultural & Spiritual Description.** This section is a presentation of a comprehensive Biopsychosocio-cultural/spiritual Assessment of your client.

#### PRESENTING PROBLEM

##### A. Description of the problem and situation

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

B. Problem history

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

C. Collaterals involved

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

**BACKGROUND HISTORY**

A. Biological factors

**a. Developmental history**

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

**b. Medical history**

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

**c. Current health status**

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

B. Psychological factors

**a. Cognitive level and functioning**

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

**b. Mental health**

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

C. Social factors

**a. Family**

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

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

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

i. *Peers*

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

ii. *Occupational (for minors, the primary occupational role is "student")*

Client's occupational status and the duration of the role(s); prior occupational roles and situations; level of satisfaction and competence derived from those roles; occupational aspirations; involvement with and support received from others within the occupational realm.

iii. *Community*

Client's engagement with the larger social environment; interests, activities, or involvements outside of work and family; knowledge or use of resources in community

D. Cultural factors

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

E. Spiritual factors

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

**Person-in-Environment. Compose an eco-map of your client. In addition to name, be sure to include ROLE/RELATIONSHIP to your client of each identified system**

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

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

**Assessment:** equipped with all of the information above, provide a succinct statement (200-500 words) of **your professional judgment** about the client's **status at the time** you assumed the case. Statement should include an explanation of "what is 'going on' with the client" in **broad, thematic terms**. Be sure to comment on the client's level of social functioning in light of social norms for someone of the given developmental stage and/or diagnostic classification. This judgment should be well-reasoned, with anchors in your knowledge base, including guiding theories. However, DO NOT cite references or identify specific theories in this section. It should be clear to the reader that you have internalized a solid foundation and can apply it appropriately without having to go back to look up the "book knowledge."

**Identified Problems for Work:** Record the "identified" problems. Who identifies them? Be sure to include the client's view of what is identified as "problems".

**Identified Strengths and Resources of Client**

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

**Description and Summary of Interventions:** What did YOU do to “help”? What ACTIONS did you do? What roles did you enact in working with and on behalf of the client?

**Methods of Evaluation:** Identify the method(s) you used to evaluate the effectiveness of your practice in this case. What types of data/evidence did you use, and how did you “collect” them? Present your analysis of the data, including any “results” you found. What does the evaluation suggest about your work with this client? (Add rows as appropriate)

INTERVENTION	EVALUATION METHOD	DATA/EVIDENCE COLLECTED	RESULTS

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

**Termination**

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

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

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

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

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

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

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



## SOWK 481/2—Field Practicum I & II

### Supervisory Conference Reports

#### **Rationale and/or Description:**

The supervisory relationship is one of your strongest tools for learning in the field practicum. Weekly supervisory meetings are required by the program. Students are in charge of attending the meeting prepared with an agenda and keeping track of what is talked about. Over the course of the placement students are to submit three Supervision Conference Reports using the form provided. They are to be signed by your supervisor and submitted to your FFI by the assigned due date. Students are strongly encouraged to copy the form and use it to keep track of all weekly supervision meetings as this is a habit that will be required of you in graduate school and for licensure.

#### **Purpose:**

- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (Competency 1b)
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (Competency 1c)
- Use supervision and consultation to guide professional judgment and behavior (Competency 1e)

#### **Process:**

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

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

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

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

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

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

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

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

- Code of Ethics
- Difference between personal, professional and client value systems
- Role of generalist practitioner in your practicum setting including responsibilities and limitations

- Social work roles
- Problem solving process
- Social work methods and how they transfer to other settings
- Social welfare programs and policies and current issues that affect service delivery and program effectiveness, including social policy analysis

You will want to ask your supervisors' opinion on:

- How you are taking initiative
- How you are establishing and maintaining professional relationships
- Your knowledge of and ability to work with diverse populations, which include but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Discuss your understanding of the impact of diversity on individual, group, and community levels and the consequences of these on social and economic justice and explore how that relates to your agency.

**Product:**

Use the form below to document the meetings with your supervisor.

<b>CSWE Comp #</b>	<b>Know</b>	<b>Values</b>	<b>Skills</b>	<b>Cognitive &amp; Affective Processes</b>	<b>Formative Assessment Measures</b>
1 b, c & e Prof/ethics	X	X	X	X	Paper demonstrates self-awareness through reflection on practice and ability to use supervision for guidance.

**Supervision Conference Report**

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

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

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

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

This conference was:

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

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

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

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

## **APPENDIX D**

### **RESOURCES FOR SUPERVISORS**



Dear Supervisor,

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

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

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

It is our expectation that you will establish, as a minimum, weekly supervisory meetings with the student to help maximize the learning that can take place through this process. The student should assume major responsibility for setting the agenda for each of these meetings. Please use this time to help the student make connections to the social work profession and identify strengths and weaknesses in their role as student and/or practitioner.

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

Best wishes,

Shanza A. Isom, MSW  
Director of Field Instruction

## **Social Work Department Mission Statement**

The Social Work Department at James Madison University prepares social workers who are committed to addressing a broad range of social challenges and empowering diverse and vulnerable populations. Building on the foundations of ethical practice, generalist perspective and cultural humility, we prepare students to support and enhance individual, family and community well-being while promoting social justice through advocacy and action. We implement the mission of the social work profession through excellence in teaching, scholarly contributions and service to our local area, the nation and beyond.

Goals: Flowing from the vision and mission above, the goals of the BSW program are:

- To prepare students to work effectively in a broad spectrum of social service agencies to address poverty, and challenge multiple forms of oppression, social injustice, and other human rights violations.
- To prepare students for life-long professional learning and advanced academic study by providing an environment geared toward achieving academic excellence.
- To advance excellence and integrity through the development of high-quality academic programs through high-impact teaching and engaged learning.
- To make contributions to professional knowledge through varied forms of scholarship.
- To respond to the profession and communities by providing service and continuing education opportunities.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well

as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply



this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **BSW Degree Requirements**

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

***\*For a list of required social work courses and course descriptions, please see the Department's website or the JMU Catalog:***

***<https://www.jmu.edu/socwork/curriculum.html>***

## SOCIAL WORK ROLES (Revised December 2014)

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

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

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

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

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

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

**JAMES MADISON UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**Supervisor Evaluation of the Field Practicum Experience**

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

Faculty Field Instructor (FFI): \_\_\_\_\_

This form will be seen by the field director for future planning. Combined responses (not by agency or ffi) will be shared with faculty and the social work advisory group for program evaluation and renewal. The Director of Field would be more than happy to have a phone conversation or visit to go into more depth on any of these topics.

1. Please comment on the benefits of reviewing the Field Manual and evaluation with the student.
  
2. Please comment on the usefulness of the Faculty Field Instructor's visits and give suggestions that might make them more effective.
  
3. Please comment on the usefulness of the Field Supervisor's Workshop to the process of supervision.
  
4. What information would you like for us to provide, or what issues would you like for us to address in the semi-annual field supervisors' workshops or by email?
  
5. Was your role as an agency supervisor clearly explained by field director?
  
6. Please comment on the placement process and/or other contact you had with the Director of Field Placement.

Field Supervisor Signature: \_\_\_\_\_

## **APPENDIX E**

### **MEMORANDUM OF AGREEMENT**

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

**Purpose:**

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

**General Agreements:**

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

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

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

**The University agrees to:**

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

**The Faculty Field Instructor will:**

- serve as principal link between the Department of Social Work and the Agency.

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

**The Agency agrees to:**

- accept students for practicum in the Agency, the exact number to be negotiated by the Agency and Director of Field Instruction.
- agree that the Department of Social Work does not discriminate on the basis of age, color, disability, gender identity, genetic information, national origin, parental status, political affiliation, race, religion, sex, sexual orientation or veteran status in the assignment of students to the agency.
- provide an educationally sound field instruction practica.
- accept the student as a participant in the overall Agency program and activities, as appropriate.
- accept and help to implement the objective of the Department of Social Work that field instruction should provide opportunities to reinforce learning from all areas of the program curriculum.
- provide qualified field instruction for the student by the nomination and designation of those persons who will serve as field supervisors, subject to evaluation and approval of the Director of Field Instruction.
- assure that each field supervisor had adequate time within their work schedule to:
  - meet the educational needs of the student, including orientation to the Agency and its services;
  - develop learning opportunities that include depth and variety; and regularly schedule individual conferences with the student.
  - meet with the faculty field instructor at periodic intervals to discuss learning opportunities and performance.
  - attend appropriate department-sponsored meetings, institutes, and seminars.
  - prepare reports and evaluations as required by the department and described in the Field Practicum Manual.
- provide opportunity for planned student contact with Agency staff members, in addition to the field supervisor(s), through whom appropriate learning opportunities can be provided.
- permit use of its facilities, as indicated, by students during the period of the practica, including
  - sufficient space for students with privacy for carrying out their work and activity, including interviews and conferences
  - limited office supplies, as the Agency is able to provide, that are necessary in the performance of responsibilities.
  - access to client and agency records appropriate student's planned learning experience.
- ensure that the faculty field instructor is advised of policy and service changes and developments for possible inclusion in the Department of Social Work curriculum.
- cooperate with the Department of Social Work in relation to making use of Agency materials in classroom discussions and assignments, with the understanding that the department requires the student to obtain permission of the agency field supervisor for outside use of Agency materials; that records must never be removed from the Agency; and that all case material used for field or class assignments must be adequately de-identified to protect the confidentiality of those involved.
- deal with all student travel on behalf of the agency or clients in the following manner (please check or fill in as appropriate):
  - use of agency vehicles; the student is covered by agency automobile liability coverage when driving the agency vehicle.
  - reimbursement for use of their private vehicle at the minimum rate of \_\_\_\_\_ per mile, the mileage rate to be adjusted to the prevailing agency rate in case of its increase.
  - payment of an agreed upon amount of \_\_\_\_\_ per \_\_\_\_\_ to cover this expense.
  - other as described below:
- The Risk Management Plan of the Commonwealth of Virginia provides liability coverage to students when they are required by the curriculum to participate in supervised and graded practica including the

University's Department of Social Work Field Instruction Program. Student responsibilities are outlined in the Field Practicum Manual.

**James Madison University**

**Agency – agency name**

\_\_\_\_\_  
Assistant Vice President of Finance

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

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

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

\_\_\_\_\_  
Director of Field Instruction

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

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

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

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



## **APPENDIX F**

### **CHBS COVID-19 ACKNOWLEDGEMENT OF RISK FORM**

## CHBS COVID-19 Acknowledgement of Risk Form

**Form can be found here:** <https://www.jmu.edu/academic-affairs/covid/acknowledge-risk/chbsform/index.shtml>

As a participant in social work, enrolled in SOWK 481/482 completing a field/clinical experience associated with James Madison University (JMU) at name of facility scheduled during semester & year, I accept the following conditions of participation, and I acknowledge that I have been informed of the general nature of the risks involved in this activity, including, but not limited to, contracting diseases such as COVID-19, also known as the coronavirus disease.

COVID-19 is a pandemic disease that spreads from person-to-person. COVID-19 can cause mild to severe illness. Nevertheless, people of all ages are at risk of contracting COVID-19, and people with severe chronic medical conditions including, but not limited to, heart disease, lung disease, and diabetes, are at a higher risk of developing serious COVID-19 illness.

Symptoms of COVID-19 include, but are not limited to, fever, cough, and shortness of breath. Reported illnesses may range from very mild (including some with no reported symptoms) to severe, including death. If I feel sick, I agree not to go to the facility and that I will stay home for the period of time recommended by the Centers for Disease Control and Prevention (the "CDC"), which is typically two weeks, but may be longer if I am still symptomatic or contagious. During this period of quarantine, I may leave the house to receive medical attention if necessary.

Additionally, while participating in the program, I agree to take all necessary precautions recommended by the CDC to prevent the spread of COVID-19, including, but not limited to, washing my hands thoroughly and often, wearing a mask to cover my mouth and nose, and abiding by other applicable rules, regulations, or directives from appropriate authorities with respect to the protection of public health.

I agree to abide by any and all specific requests by the university and the facility for my safety and the safety of others, as well as any and all of the university's and the facility's rules and policies applicable to all activities related to this program. I understand that the university and the facility reserve the right to exclude my participation in this program if my participation or behavior is deemed detrimental to the safety or welfare of others.

In consideration for being permitted to participate in this program, and because I have agreed to assume the risks involved, I hereby agree that I am responsible for any resulting personal injury or illness which may occur as a result of my participation or arising from my participation in this program, unless any such personal injury or illness is directly due to the negligence of the university and/or the facility. I understand that this Assumption of Risk form will remain in effect during any of my subsequent visits and program-related activities, unless a

specific revocation of this document is filed in writing with my JMU Program Supervisor, at which time my visits to or participation in the program will cease.

In case an emergency situation arises, please contact the Department of Social Work at (540) 568-6980.

***I acknowledge that I have read and fully understand this document. I further acknowledge that I am accepting these personal risks and conditions of my own free will.***

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

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

## **APPENDIX G**

### **Pre-Field Information for Students**

## Student Requirements Prior to Entering Field

Each student's progress is reviewed prior to admission to the field practicum. Each student submits an application to the field practicum during the Level III semester coursework (SOWK 465, 466 and 467, SOWK 493 and IPE 415), as part of the SOWK 493 course. The student's adviser and the field director review the application. The Director, with the concurrence of the social work faculty, makes the field site assignment based on this review.

Requirements for admission to the field practicum (see *Field Practicum Manual*, pp. 5-6) include:

- unconditional acceptance into the Social Work Program
- a minimum of an overall Grade Point Average of 2.0
- completion of SOWK 287, 288, 305, 317, 320, 335, 465, 466, 467, and IPE 415 with no single grade lower than a "C (2.0)".
- completion of SOWK 493: Professional Forum I: Preparation for Field, including the Pre-field Service requirement and completion of Universal Precautions class/training and Health Insurance Portability and Accountability Act (HIPAA) Training with a score of no less than 80%
- submission of the Application for Field Practicum and an updated professional resume
- Individual meeting with the Director of Field Instruction for the purpose of assessing readiness for field placement and determining agency setting, etc.
- signing the Acknowledgement of Risk Statement
- signing the Student Agreement for admission to field form
- contacting the agency, arrange for and attend a pre-practicum interview with agency supervisor