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WILLIAM WOODS  
UNIVERSITY

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**William Woods University**  
**Social Work Program**  
**Field Manual**

*BSW Bachelor of Social Work*

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# **SOCIAL WORK FIELD PROGRAM OVERVIEW**

## **Purpose of Field Manual**

The purpose of the WWU Social Work Field Manual is to provide agency Field Educators, agency administrators, students and others involved in the education process with policies and procedures that guide the internship experience. Specifically, this manual contains information pertaining to the following:

- a) Definitions, philosophical and mission statements along with goals and objectives of the social work and internship program;
- b) Policies of WWU, the WWU Social Work Program and the WWU Social Program Field Program;
- c) Expectations of all parties along with policies and procedures that govern WWU and the internship experience;
- d) Forms and evaluations

## **Purpose of Field Experience**

The 500 hour field practicum is an integral component of social work education. Through the processing of practice experiences and appropriate supervision, the student is able to apply and continually develop generalist social work knowledge, values and skills while providing direct services and demonstrating the operationalized practice behavior. Successful engagement in the field practicum process enables students to prepare for professional entry into the social work field.

Field experience provides students with the opportunity to conceptualize previous and current learning while providing direct service in an agency. This practice is an educationally directed component, which serves for students to integrate social work generalist skills. The internship experience challenges students to examine theoretical knowledge in relation to direct practice and the delivery of social services. Appropriate supervision from the field agency and continued course work allows students to develop personally and professionally with competence as a BSW generalist social work practitioner. This development prepares graduates to perform entry-level professional tasks under the guidance of direct supervision or engage in continued course work at the graduate level.

The WWU Social Work Program utilizes a concurrent internship structure to allow students to practice what they are learning in the Social Work curriculum. During the senior year and only after successful completion of the HBSE I, HBSE II and SWK230 (Practice I) SWK 312 Intervention Strategies, students enroll in SWK 450-Field Practicum I. This course requires students to complete 250 clock hours of practicum experience in an approved agency. Students are also required to engage in the weekly seminar component to earn a total of 6 credit hours. SWK 451-Field Practicum II is taken in the final semester and students continue the field experience in the same agency under direction from the same Field Educator (supervisor). As with SWK 450, students

are required to complete 250 clock hours of practicum experience along with seminar instruction to earn a total of 6 credit hours. Both courses are required and students must earn a minimum of the letter grade “B” in each course to graduate.

### **Philosophical Statement**

In accordance with the Council on Social Work Education guidelines, William Woods University (WWU) purports to utilize field education to reinforce students’ identification with the purposes, values and ethics of the social work profession; to foster the integration of empirical and practice-based knowledge and to promote the development of professional competence. The Bachelor of Social Work Program at WWU is a professional degree that incorporates in its curriculum the knowledge, values and skills of the social work profession. These are applied within the context of a liberal arts foundation that includes multi-cultural and diversity perspectives. The immediate Central Missouri area is rich in resources for field experience within both rural and urban settings. This philosophical base is consistent with, and embraces the overall mission of William Woods University.

### **WWU Mission Statement**

An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation and lifelong education of students in the world community.

## **SOCIAL WORK FIELD PROGRAM MISSION AND GOALS**

### **Generalist Social Work Perspective**

A generalist perspective prepares students to become professionals within, and across fields of practice during the course of a career. A solid generalist foundation can transcend traditional social work settings by providing an infinite variety of professional choices over time...Differences between and among practice settings do not require separate bodies of knowledge, values or skills for effective practice. The focus of the generalist perspective is on commonalities across, and among diverse practice settings (*Invitation to social work*, Haynes and Holmes).

### **Social Work Program Mission Statement**

A student-centered, multifaceted BSW program grounded in the liberal arts and generalist foundation, that prepares competent beginning level social work professionals to enhance human and community well-being, work with diverse and vulnerable populations, increase access to resources and advocate for social and economic justice within all systemic levels of social work intervention. In addition to academic foundation preparation, the William Woods University Social Work Program strongly believes that parallel engagement is paramount to student development. As such, the program utilizes *active* observations, interactions and service learning opportunities with service delivery systems, the clients they serve and the communities in which they live. Through faculty mentored hands-on learning opportunities and the 500 hour senior field

practicum, students are able to master the core competencies by demonstrating the knowledge, values and skills of the profession's practice behaviors.

**The core belief held by the WWU Social Work Program is as follows: *EP 1.1***

- All human beings have intrinsic worth and dignity and deserve access to resources they need for safety and self-determination
- The uniqueness and individuality of each person is a strength.
- Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.
- Social Workers are responsible for ethical conduct, competent practice and for life-long learning

**Social Work Program Goals**

1. Prepare competent professional bachelors level social workers that have a liberal arts perspective and a professional social work foundation, which prepares them for entry-level generalist practice with diverse client systems of various sizes and contexts.
2. Prepare professional social workers who understand themselves and the diverse populations they serve; who appreciate and embrace diversity, a historical perspective, human behavior, and view client systems through a strengths perspective.
3. Prepare professional social workers who can enhance social service delivery by understanding the reciprocal relationship between policy and practice and are prepared to practice and advocate for social justice at all systemic levels.
4. Prepare professional social workers that are committed to ethical practice, which includes critical thinking, the problem solving process, research based decision making, evidence based practice, life-long learning and preparation for graduate education.

**WWU BSW Program Objectives/Competencies *B2.2***

The following Objectives reflect the CSWE 10 core competencies that are common to all of social work practice as outlined by the Council for Social Work Education EPAS 2008. The Social Work program demonstrates the success of each of these objectives through the assessment of the 10 core competencies. Each competency has several measurable practice behaviors that are used to assess student performance.

1. Students will understand the history and core values of the profession and begin to identify as a professional social worker and conduct oneself accordingly.  
*Supports Program Goals 1, 2, 3, 4; Aligned with Competency 2.1.1*
2. Students will learn to apply social work ethical principles to guide ethical practice and ethical decision making  
*Supports Program Goals 3, 4; Aligned with Competency 2.1.2*
3. Students will be able to apply critical thinking to inform and communicate

professional judgments.

*Supports Program Goals 3, 4; Aligned with Competency 2.1.3*

4. Students will understand how diversity characterizes and shapes the human experiences and engages diversity and difference in practice.  
*Supports Program Goals 2, 3, 4; Aligned with Competency 2.1.4*
5. Students will develop the skills to advance human rights and practice social and economic justice.  
*Supports Program Goals 2, 3; Aligned with Competency 2.1.5*
6. Students will engage in research-informed practice & practice-informed research.  
*Supports Program Goals 3, 4; Aligned with Competency 2.1.6*
7. Students will apply knowledge of human behavior and the social environment  
*Supports Program Goals 2, 3; Aligned with Competency 2.1.7*
8. Students will learn to engage in policy practice to advance social and economic well-being and to deliver effective social work services.  
*Supports Program Goals 3, 4; Aligned with Competency 2.1.8*
9. Students will be able to recognize and respond to contexts that shape practice.  
*Supports Program Goals 1, 2; Aligned with Competency 2.1.9*
10. Social work graduates are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.  
*Supports Program Goals 1, 2, 3, 4; Aligned with Competency 2.1.10*

## **CSWE Core Competencies *EP 2.1***

### **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.*

**Practice behaviors assessed to demonstrate this competency:**

- 1.1 Student demonstrates the ability to 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
- 1.2 Student demonstrates the ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 1.4 Student uses technology ethically and appropriately to facilitate practice outcomes
- 1.5 Student demonstrates the ability to 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.*

**Practice behaviors assessed to demonstrate this competency:**

- 2.1 Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- 2.2 Student presents themselves as learners and engage clients and constituencies as experts of their own experiences
- 2.3 Student applies 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.*

**Practice behaviors assessed to demonstrate this competency:**

- 3.1 Student applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 3.2 Student demonstrates the ability to 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.*

**Practice behaviors assessed to demonstrate this competency:**

- 4.1 Student demonstrates the ability to use practice experience and theory to inform scientific inquiry and research;
- 4.2 Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- 4.3 Student uses and translates 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.*

**Practice behaviors assessed to demonstrate this competency:**

- 5.1 Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- 5.2 Student assess how social welfare and economic policies impact the delivery of and access to social services
- 5.3 Student applies 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.*

### **Practice behaviors assessed to demonstrate this competency:**

- 6.1** Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- 6.2** Student uses 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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.*

### **Practice behaviors assessed to demonstrate this competency:**

#### **A. Individuals and Families**

- 7A.1** Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies
- 7A.2** Student applies 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

**7A.3** Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

**7A.4** Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

## **B. Groups**

**7B.1** Student collects and organize data, and apply critical thinking to interpret information from clients and constituencies

**7B.2** Student applies 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

**7B.3** Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

**7B.4** Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

## **C. Organizations and Communities**

**7C.1** Student collects and organizes data, and apply critical thinking to interpret information from clients and constituencies

**7C.2** Student applies 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

**7C.3** Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

**7C.4** Student selects 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.*

**Practice behaviors assessed to demonstrate this competency:**

**A. Individuals and Families**

**8A.1** Student is able to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

**8A.2** apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

**8A.3** Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes

**8A.4** Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies

**8A.5** Student facilitates effective transitions and endings that advance mutually agreed-on goals.

**B. Groups**

**8B.1** Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies;

**8B.2** Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

**8B.3** Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes

**8B.4** Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies

**8B.5** Student facilitates effective transitions and endings that advance mutually agreed-on goals.

**C. Organizations and Communities**

**8C.1** Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies

**8C.2** Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

**8C.3** Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes

**8C.4** Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies

**8C.5** Student facilitates 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.*

**Practice behaviors assessed to demonstrate this competency:**

**A. Individuals & Families**

**9A.1** Student selects and use appropriate methods for evaluation of outcomes;

**9A.2** Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

**9A.3** Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes

**9A.4** Student applies evaluation findings to improve practice effectiveness

**B. Groups**

**9B.1** Student selects and uses appropriate methods for evaluation of outcomes;

**9B.2** Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

**9B.3** Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes

**9B.4** Student applies evaluation findings to improve practice effectiveness

**C. Organizations & Communities**

**9C.1** Student selects and uses appropriate methods for evaluation of outcomes;

**9C.2** Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

**9C.3** Student critically analyzes, monitors, and evaluates intervention and program processes and outcomes

**9C.4** Student applies evaluation findings to improve practice effectiveness

### **BSW List of Operationalized Practice Behaviors to Assess Competencies**

The following list was adopted by the Social Work faculty as measurable practice behaviors that include knowledge, values and skills to assess each competency. Students will be assessed on each practice behavior using multiple measures. Students will become familiar with these practice behaviors through course assignments and program assessment instruments that assess each practice behavior. The program assessment instruments are located in the appendix of this handbook and are used by the program to assess student learning of the competencies and to report to CSWE and the public our assessment results.

## **SUPERVISION OF FIELD PRACTICUM STUDENTS**

- 1. Field Educators from the agency and student participants will be chosen by the agency administration and the university, as required for the practicum. Students will provide input into the agency selection process (**Field Practicum Program Agreement**).*
- 6. The agency agrees to provide oversight of the practicum, including a minimum of one-hour, direct face to face supervision per week, from an individual that holds a social work degree from an accredited institution. In instances where this is not feasible, the agency, the student and the university will mutually agree upon an individual that will provide this role. Students are responsible for actively preparing for, and participating in, the supervisory process (**Field Practicum Program Agreement**).*

**Policy Statement:** The WWU Social Work Program is committed to providing students with the most ideal field practicum settings that allow for the development of competencies and realization of program goals and objectives. As such, the program will adhere to the following when determining field placement supervision:

### **MSW**

Supervisors from agencies will hold a MSW degree from a CSWE accredited program. These individuals will have completed two years of full-time work experience in a social service capacity in order to be eligible as a supervisor.

### **BSW**

In circumstances where the agency does not employ a MSW, the WWU Social Work Program will consider supervision from an individual possessing a BSW degree from a CSWE accredited program. These individuals will have completed two years of full-time work experience in a social service capacity in order to be eligible as a supervisor. This consideration will be on a case by case basis with approval from the agency, the student, the WWU Program Director and the WWU Director of Field Education.

**MSW/BSW Not on Site**

In instances where the agency does not employ a MSW or BSW, a supervisor will be selected by the agency, the student, the WWU Program Director and the WWU Director of Field Education. These individuals will have completed two years of full-time work experience in a social service capacity in order to be eligible as a supervisor. A person possessing a MSW or BSW degree could include an employee within the organization that is not assigned to the specific site where the student will complete the practicum or a person that possesses the MSW or BSW that works in a completely different organization.

**MSW Supported Supervision**

In instances where an agency is selected that does not employ a MSW or BSW individual, an agency supervisor will be selected with approval from the agency, the student, the WWU Program Director and the WWU Director of Field Education. The Director of Field Education will provide one hour of supervision in one of the following capacities:

- 1) Individually with the student
- 2) In a group setting if more than one student requires supervision.

**Shadowing**

It is anticipated that students will be exposed to a variety of disciplines, a variety of positions and a variety of personalities within the practicum experience. Student may be assigned to work with individuals other than their designated supervisor providing that the overall supervisor and the supervision process adhere to the above policies.

**Field Practicum and Employment**

The WWU Social Work Program does not promote or guarantee any practicum settings where the student will be considered an employee or gain monetary compensation for participation.

**Accepting Practicum as Employment**

The WWU Social Work Program is open to considering extenuating circumstances where a student may be allowed to receive financial compensation in conjunction with the field practicum. This would be consistent with an agency that has funding to compensate a student while also performing in a practicum capacity. In this instance, acceptance of the employment/practicum would begin simultaneously.

**Employed Students**

The WWU Social Work Program is open to working with agencies of which a student is currently employed, with approval from the agency, the student, the WWU Program Director and the WWU Director of Field Education. In this instance, the student would be assigned to a supervisor other than one of which they are currently assigned and the student would be required to perform social work duties that are not the same as those performed prior to the practicum.

## **FIELD ORIENTATIONS**

### **Field Educators/Supervisors**

The WWU Social Work Program will provide orientation to those selected as Field Educators in any capacity denoted above. In addition to the designated Field Educator, agencies are encouraged to send representatives that will have frequent contact with a practicum student. Orientation will be on the WWU campus and the WWU Social Work Program will provide a meal along with a copy of the Field Manual, information about CSWE Standards, information about student development, etc.

### **Supplemental Orientation**

In instances where the Field Educator is unable to attend the orientation, the Director of Field will schedule a meeting at the agency to complete orientation to the program. If the Field Educator or agency requires additional support, the Director of Field will schedule meetings at the agency as necessary to accommodate those needs.

### **Student Orientation**

Prior to agency entry, the Director of Field will meet with the students in SWK 450-Field Practicum I to provide the Field Manual and orientation to field practicum.

## **PROGRAM FIELD LIASON CONTACT**

### **Fall Semester**

The Director of Field Education will meet with the Field Educator and the student at the participating agency a minimum of two times during the fall semester. Meetings will include discussion and finalization of the Learning Plan, Mid-Term Evaluation and Final Evaluation.

### **Spring Semester**

The Director of Field Education will meet with the Field Educator and the student at the participating agency a minimum of two times during the Spring semester. Meetings will include Mid-Term Evaluation, termination preparation and Final Evaluation.

### **As Required**

The Director of Field Education is available to meet with the Field Educator, agency representatives as well as the student upon request to address performance or conduct of any participants. The Director of Field may also request a meeting to address any concerns or issues.

## **ASSUMPTION OF RISK AND RELEASE AGREEMENT**

1. I, (*print*) \_\_\_\_\_, in consideration for being granted the opportunity to participate in *SWK 450-Field Practicum I and SWK 451-Field Practicum II*, hereby RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE, William Woods University, its board, officers, agents or employees acting under the direction of William Woods University (hereinafter referred to as RELEASEES) from any and all liability, claims, demands, actions and causes of action whatsoever arising out of or related to any loss, damage or injury, including death, that may be sustained by me, or to any property belonging to me, WHETHER CAUSED BY THE NEGLIGENCE OF THE RELEASEES, or otherwise, while participating in such activity, or while in, on or upon the premises where the activity is being conducted.
2. I am fully aware of the risks and hazards connected with this activity, including the risk of serious injury and death, and I hereby elect to voluntarily participate in said activity knowing that the activity may be hazardous to my property and me. I VOLUNTARILY ASSUME FULL RESPONSIBILITY FOR ANY RISKS OF LOSS, PROPERTY DAMAGE OR PERSONAL INJURY, INCLUDING DEATH, that may be sustained by me, or any loss or damage to property owned by me, as a result of being engaged in such an activity, WHETHER CAUSED BY THE NEGLIGENCE OF RELEASEES or otherwise.
3. I further AGREE TO INDEMNIFY AND HOLD HARMLESS the RELEASEES from any loss, liability, damage or costs, including court costs and attorneys' fees, that they may incur due to my participation in said activity, WHETHER CAUSED BY NEGLIGENCE OF RELEASEES or otherwise.
4. It is my express intent that this Assumption of Risk and Release Agreement shall bind the members of my family and spouse, if I am alive, and my heirs, assigns and personal representatives, if I am deceased, and shall be deemed as a RELEASE, WAIVER, DISCHARGE, AND COVENANT NOT TO SUE the above-named RELEASEES. I hereby further agree that this Assumption of Risk and Release Agreement shall be construed in accordance with the laws of the State of Missouri.

IN SIGNING THIS RELEASE, I ACKNOWLEDGE AND REPRESENT THAT I have read the foregoing Assumption of Risk and Release Agreement, understand it and sign it

voluntarily as my own free act and deed. No oral representations, statements or inducements, apart from the foregoing written agreement have been made.

\_\_\_\_\_

Date

\_\_\_\_\_

Signature

# STUDENT STANDARDS OF PROFESSIONAL BEHAVIOR

3. *Students will be held to the same policies and conditions that govern student activities and behavior on campus as well as those of the participating agency. Students will adhere to personal, ethical and professional standards, as demonstrated through behavior and conduct that is commensurate with the social work profession, the participating agency and the WWU Social Work Program(Field Practicum Program Agreement)*

## **Purpose**

The Social Work Program at William Woods University is a professional education program. Therefore, the faculty has a responsibility to the standards of the profession, to the students, and ultimately, to the clients our students are being trained to serve. It is with these obligations in mind that the Student Standard and Support Committee has been formed.

The intent of this program is to assist students who have demonstrated difficulties in the following areas:

1. Understanding and adhering to professional standards;
2. Social work knowledge/skills;
3. Adherence to values/ethics of the social work field.

The standards and criteria are based on *numerous* sources: Council on Social Work education (CSWE), National Association of Social Workers (NASW) *Code of Ethics*, social work journals, and the William Woods University Undergraduate catalog.

## **Professional Standards**

The Council of Social Work Education requires that social work programs have policies and standards to determine if students are competent and will be able to work in the field. What follows are professional standards with areas of concern which may indicate that a student is unable or unwilling to follow the standards of the NASW *Code of Ethics* and/or those standards deemed appropriate by the Social Work Program.

## **Performance**

### Standard

- Plans and organizes work effectively
- Turns in assignments complete and on time
- Makes arrangements for his/her special needs
- Attends classes regularly

### Indicators of Concern:

Appears to demonstrate a pattern of:

- Poor organizational skills
- Requests for extensions on assignments and exams
- Turning in assignments late or incomplete

- Multiple absences from class per class syllabus
- Multiple absences from field placement

### **Conduct/Behavior**

#### Standard

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays
- Shows respect for others' opinions
- Is open to feedback from peers/faculty
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation and populations at risk
- Conducts him/herself according to the NASW *Code of Ethics*

#### Indicators of Concern

- Appears to create conflict in class which impedes learning and/or building effective relationships
- Uncooperative/Unwilling to participate in class activities
- Consistently late for class, or leaves class early
- Consistently late for field placement
- Sleeps during class periods
- Disrupts class process by talking to others
- Uses derogatory language or demeaning remarks
- Appears unwilling/unable to accept feedback
- Monopolizes class discussions
- Consistently complains about class workload to the point of impeding class process
- Unwilling/unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, disability, etc.
- Physical action directed at clients, faculty, staff, or fellow students\*
- Unethical professional behavior (e.g., sexual contact with a client)
- Academic misconduct (refer to Undergraduate Catalog)\*

### **Emotional Self-Control**

#### **(Self Understanding)**

#### Standard

- Uses self-disclosure appropriately (e.g., student seems to have an understanding, and has resolved the issue he/she is sharing)
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues which arouse emotions
- Demonstrates an awareness of one's own personal limits
- Understands the effect of one's behavior on others

#### Indicators of Concern:

- When engaged in self-disclosure; the student appears to be working through

unresolved issues

- The student appears to overreact to, or resent feedback (e.g., takes it personally)
- Appears unable/unwilling to control emotional reactions
- Faculty concern regarding possible alcohol/drug abuse, mental health issues
- Verbal threats directed at clients, faculty, or students\*
- Demonstrates impaired judgment, decision-making, or problem-solving skills
- Consistent failure to demonstrate ability to form effective client/social worker relationship (e.g., shows judgmental attitude)

### **Communication Skills**

#### **Standard (Written):**

- Shows consistency in written communication. Written assignments demonstrate: good spelling, appropriate use of punctuation, clear structure, correct paragraphing, good organization, follows logical sequence. Demonstrates ability to use citations
- Demonstrates ability to write effectively in records
- Shows command of the English language
- Abides by University standards (e.g., plagiarism)
- Demonstrates use of critical thinking skills

#### **Indicators of Concern:**

- Written works are frequently vague, shows difficulty in expressing ideas clearly and concisely
- Student has many errors in the areas of spelling, punctuation, structure, etc. and does not make effort to show improvement
- Appears to have plagiarized the work of others\*

#### **Standard (Verbal):**

- Is able to clearly articulate ideas, thoughts, concepts, etc.
- Has the ability to communicate clearly
- Has working proficiency of the English language even when English is not the student's primary language

#### **Indicators of Concern:**

- Appears to have difficulty expressing him/herself when speaking
- Difficulty communicating so that others can hear or understand
- Lacks a proficiency of the English language when communicating

\*NOTE: In compliance with Academic policies, regulations, and procedures outlined in the William Woods University Undergraduate Catalog, the Vice President and Dean for Academic Affairs and the Dean for Campus Life must be notified of situations involving alleged academic dishonesty and/or misconduct.

I have read the WWU Social Work Program Student Standards and understand my responsibilities as a student. I acknowledge my commitment to adherence of the Standards as designated by my signature.

**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

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

## **STUDENT STANDARDS AND SUPPORT COMMITTEE REVIEW AND TERMINATION PROCESS**

What follows is the proposed procedure to be followed when a situation occurs involving possible professional impairment of a social work major.

1. When a faculty member becomes concerned that a student may be professionally impaired, she/he should set up a meeting with the student. At the meeting, the student and faculty member will develop a plan/contract. This should include a description of specific behavior/areas of concern, goals for improvement, specific tasks for achieving goals (i.e., participation in a writing lab), and time limit. The student is given a copy of the contract and is informed that no final grade will be given until the student provides documentation to the faculty member that the goals have been achieved.
2. If the student has not made significant progress following the plan/contract, the faculty member shall submit a brief statement to the Standard and Support Committee regarding the issues, concerns, and can make a recommendation regarding the student. This statement should include a copy of the plan/contract and any pertinent documentation (i.e., copy of written assignment, videotape, etc.). The faculty member should inform the student that she/he is proceeding with this step in the review process, and send a copy of the letter with a copy of the review process.
3. The committee chairperson will call a meeting within seven working days of receiving the statement. The student is informed, in writing, of the time and date of the meeting. In addition, the student should be given the name(s) of faculty members who will be attending, and the specific issues that are to be addressed. This notice should also include a list of possible recommendations the committee could make. The student is asked to bring any documentation on his/her behalf.
4. The committee members, faculty member, and the student meet at the designated date and time. Issues/concerns are presented. The student is given the opportunity to present their own response and produce oral testimony or written statements from others that may have relevant information on their behalf. The student may produce any other supportive documentation.
5. The committee will then meet to decide what action should be taken. The committee may recommend, but is not limited to the following:
  - A. Dismissal of the original plan/contract
  - B. Continuation of the original plan/contract
  - C. Revision of the original plan/contract(Please note: If either B or C are recommended, the committee will then set up another date with the student to review the student's progress).
6. If the student again fails to complete or abide by the plan/contract, or the student's academic impairment or behavior is such that she/he would be unable to satisfactorily perform as a social worker, then the committee shall have the authority to:
  - A. Recommend to the faculty member that a failing grade be given to the student for the course
  - B. Institute a probationary period for the student with specific tasks, goals, and timelines

- C. Suspend the student from the Social Work Program for the period of up to one year.
  - D. Terminate the student from the program.
7. If a decision is made to suspend the student from the Social Work Program, the student has the right to appeal (See Grievance Procedures)
  8. The student is informed, in writing within five business days, of the Student Standard and Support Committee decision.
  9. A copy of the Student Standard and Support Committee decision is placed in the student's file.
  10. A student wishing to challenge or appeal an accusation of academic dishonesty or misconduct should seek the counsel of the department Chair. (See academic policies, regulations and procedures outlined in the William Woods University Undergraduate Catalog)

# **STUDENT/FACULTY CONTRACT STUDENT STANDARDS AND SUPPORT**

## **PROFESSIONAL STANDARDS IMPROVEMENT PLAN**

The Social Work Program of William Woods University is a professional educational program. Therefore, the faculty has a responsibility to the standards of the profession, to the students, and ultimately to the clients our students are being educated to serve. When a student demonstrates that they are having difficulties with (1) understanding and adhering to professional standards, (2) social work knowledge/skills, or (3) adherence to the values/ethics of the field of social work (please refer to the Student Handbook), it becomes the responsibility of both the faculty and the student to find appropriate solutions. The following contract is designed to assist you in achieving your academic potential and/or adherence to professional standards.

Student Name:

Class: FR SO JR SR

Area(s) of concern:

Goals(s):

Task(s) for achieving goal(s):

Timeframe in which task(s) is (are) to be completed:

I understand that a grade of incomplete will be given if I do not complete and provide documentation that the above goal(s) have been achieved. I also understand that if I have not made significant progress in fulfilling this contract that the matter will be referred to the Standards and Support Committee for further review and recommendations.

I  Agree       disagree with the above contract

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**Student Signature**

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**Date**

---

**Faculty Signature**

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**Date**

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**Field Educator (if student is in placement)**

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**Date**

**If necessary:**

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Student Standard and Support Chair Signature

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Committee Member

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Committee Member

# **GENERAL PROGRAM, AGENCY AND UNIVERSITY POLICIES**

## **Class and Attendance Policy**

Social Work students are expected to attend all class sessions. Professional social work involves collegial collaboration and peer support. Class attendance and participation provides students with the opportunity to develop the skill and commitment to mutual problem solving and teamwork. Therefore, often class grades will be based partly on class attendance and participation. Any class absence that is the result of a university-sponsored activity must be pre-arranged with the instructor to make sure all material, demonstrations or examinations are made up as quickly as possible. For all absences, it is the student's responsibility to meet with the instructor and make up any work missed.

If circumstances necessitate absence from the Field Practicum, the student is responsible for completing missed hours (250 total hours for each semester). Absence policies for SWK 450-Field Practicum I and SWK 451-Field Practicum II are noted below.

### **A. Policy #1**

The following is required when a student is absent from the internship setting due to an emergency (illness, accident, family death/funeral, etc.):

- 1) The student must inform their Field Educator and the Director of Field of the absence as soon as possible.
- 2) The student must develop and communicate to the Field Educator and the Director of Field a plan for completion of hours missed.

### **B. Policy #2**

The following is required when a student wishes to be away from the agency for a non-emergency (i.e. personal day, etc.):

- 1) The student must complete the *Request for Agency Absence* form.
- 2) The student shall submit this to the Director of Field no later than one day prior to the desired absence day.

Students are expected to inform the Director of Field when extenuating circumstances requires absence from the seminar classes. Adherence to this policy is recommended as failure to comply could result in an incomplete status or termination of the internship. Excessive absences from Field Practicum and/or Seminars may result in final grades being lowered.

## **Student Paper/Documentation Policy**

Effective written expression is essential for professional practitioners where records often play a major role in determining a client's fate, as in court and medical settings. Students are expected to organize their ideas and present them in a clear, well thought out manner. Grammar, punctuation, and spelling are expected to be correct in all papers submitted to professors and field educators. Formal papers should be typed, double-spaced, and

conform to professional standards of writing. Papers not conforming to these standards may be returned and students may be required to rewrite the paper with a penalty applied to the final grade for lack of compliance by the original due date.

### **Academic Integrity Policy**

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Insuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility that is shared by the entire campus community. Details of the Academic Integrity Policy can be found at the following web address:

<http://www.williamwoods.edu/catalogs/1920/undergraduate/index.aspx>

Additional Academic Policies can be found at:

2014-2015 Academic Catalog:

<http://www.williamwoods.edu/catalogs/1920/undergraduate/index.aspx>

### **Incomplete Grade**

The incomplete grade is used exclusively to indicate that serious illness or extenuating circumstances late in the semester prevented the student from completing the final portion of the course work. Permission to use the incomplete grade may be granted by the Dean of Academic Affairs in consideration of an appropriate petition from the instructor before submission of grades. The incomplete grade carries no quality points and does not figure into the grade point average. It is the student's responsibility to contact the professor and to arrange for completion or course requirements prior to the deadline. An incomplete grade, which is not removed within 15 days subsequent to the end of the semester in which it was received, will be converted to a grade of F on the student's permanent record.

### **Non Discrimination Policy**

Consistent with William Woods University, the Social Work Program does not discriminate on the basis of race, color, age, religion, sex, sexual orientation, ethnicity, nationality, disability, or veteran status in recruitment and admission of any student. WWU specifies that this policy pertains to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school, including administration of WWU's educational policies, admission policies, scholarship and loan programs, and athletic and other school-related programs. The same non-discrimination policy is applied to the Program's selection and use of social service agencies for the placement of students in internship.

## **WWU Conduct Policy**

The University is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the right of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university or with the rights of other members of the university cannot be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution.

Conduct for which students are subject to sanctions falls into the following categories:

- obstruction or disruption of teaching; disruption to the educational, administrative and other activities of the University, including its public service functions on or off campus;
- physical abuse or other conduct which threatens or endangers the health or safety of any person;
- disruptive or disorderly conduct or lewd, indecent or obscene conduct;
- failure to comply with directions or University officials acting in the performance of their duties;
- Harassment and abuse, directed toward individuals or groups, may include at least the following forms: the use or threat of physical violence, coercion, intimidation, and verbal harassment and abuse.

Jurisdiction of William Woods University shall be limited to conduct that occurs on the William Woods University premises or at University-sponsored or University-supervised functions. However, nothing restrains the administration of William Woods University from taking appropriate action, including, but not limited to, the imposition of sanctions against students for conduct on or off University premises in order to protect the physical safety of students, faculty, staff, and visitors. Students are responsible not only for their conduct, but also for the conduct of

## **Background Check**

The participating Field Practicum agency will require the student to complete criminal and child abuse and neglect background checks. In most instances, this will occur utilizing the specific agency's policy, procedure and forms. Additionally, it will most often be at the expense of the agency. However, in instances where the agency does not provide this, the student will be responsible for following agency criteria for completing the checks at their own expense.

### **Substance Abuse Testing for Selected Agencies**

In addition to background checks, some agencies require volunteers and employees, and thus intern students, to provide a drug screen urinalysis. The requesting agency usually assumes the costs associated with this testing. If such a request is made, the student is responsible for completing the process as prescribed by the requesting agency. Any results derived from a drug screen urinalysis are confidential and are maintained between the student and the requesting agency. The WWU Social Work Program does not receive this information and it does not determine eligibility for admission into the program or an internship setting.

\*It should be noted that while students engage in background checks prior to acceptance into the WWU Social Work Program, many agencies require the student to complete additional background checks prior to acceptance as an intern.

### **Liability Insurance**

Prior to entering the Field Practicum, the student must secure and maintain professional liability insurance and provide a copy of proof to the Director of Field Placement. It is recommended that students consider insurance provided through the American Professional Agency, Inc. at [www.americanprofessional.com](http://www.americanprofessional.com). However, students may secure a liability policy through any company that provides such coverage.

### **Sexual Harassment Policy**

Among the principles that guide the Social Work Program is the belief that all people deserve to be treated in a manner that recognizes their individuality, dignity, and self-worth. In order to promote this principle, the sexual harassment of students, faculty, and/or staff is strictly prohibited.

Sexual harassment is defined as unwelcome sexual advances, request for sexual behaviors, or verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment or, as a condition for a student's grade, or as a condition of a student's admission into, continuation in, or graduation from the program.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or as the basis of an academic decision affecting a student.
3. Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working/education environment.

When this policy is not specific on a certain point, faculty members and Internship staff are expected, in good faith, to conduct their activities in the spirit of social responsibility embodied in this policy.

## **Faculty-Student Relations**

The NASW Code of Ethics is clear in regard to the character of professional relationships. In keeping with the spirit of the Code of our profession and in recognition of the power faculty potentially have over the academic careers of students; intimate relations between faculty and social work students are unacceptable.

Students who experience discomfort when observing or being subjected to a faculty member's (1) personally-directed, sexually oriented remarks, in or outside of the classroom or (2) inappropriate behaviors of a sexual nature, (i.e. intimate touching, kissing, caressing) are experiencing sexual harassment.

Further, faculty members are cautioned against behaviors that create the perception of sexual harassment. Under no circumstances is it acceptable for a faculty member to date a social work student. It is the belief of the social work program that amorous relationships between faculty and their students, due to the natural power imbalance between faculty and students, could be potentially damaging to the student. Just as social work practitioners should not date their clients, faculty should not date their student while they are attending William Woods University.

## **Relationships and Sexual Harassment**

While in internship placement, agency staff serve as Field Educators, mentors and agency colleagues. As such, sexual harassment towards a student by field agency staff is also strictly prohibited. Internship agency staff members are to conduct themselves in a professional manner in all of their dealings with WWU social work students. Dating between Internship staff members and students is highly discouraged. Allegations by students regarding sexual harassment by internship staff members should be reported to the Director of Field Education and the Program Director.

## **Student Grievances**

### **Purpose**

For the benefit of both faculty and students as well as for providing a formal communication channel for students who feel they have been unfairly treated, the social work program has a formal procedure for student grievance. This procedure should be followed only when students are willing to resolve complaints against a social work faculty member at the program level. Grievances regarding faculty other than social work faculty should be handled by college and/or university grievance committees.

### **Issues Covered**

This document pertains to all student-faculty grievances with the exception of complaints about the professional judgment exercised by an instructor in assigning a grade. However, under the following circumstances, a student may grieve

1. Grading issue:
  - a. Grades resulting in deviations from the instructor's established and announced grading procedures.

2. Errors in application of grading procedures.
3. Lowering of grades as retaliation for non-academic matters.

### **Procedures for Student Grievance**

It is the school policy to encourage the informal resolution of grievances directly between the student and the respondent. If this cannot be accomplished, the student is encouraged to continue resolution by presenting the problem in writing or orally through appropriate procedures. The appropriate procedures for student grievances within the program require that any student or student representative having a complaint must:

1. Discuss the problem with the faculty member involved unless the student perceives that this places the student in jeopardy. She/he may then seek advice from a faculty member of her/his choice. At this stage, or at any other step in the grievance procedure, a student is free to consult his/her faculty advisor for advice in resolving the problem and/or the Executive Committee of the Social Work Student Association.
2. If the grievance is not resolved in Step 1, the student should then make an appointment to see the Program Director. (Should the Program Director be the target of the grievance, another faculty member will be elected by the faculty to carry out the duties assigned to the Director in regard to the grievance procedure.) The grievance should be presented clearly, stating the facts of the case. All parties involved in the complaint must be clearly identified.
3. If unresolved in Step 2, the student must put her/his grievance in writing and submit it to the Program Director.
4. The Program Director and faculty member are to schedule a meeting to resolve the grievance.
5. If the student grievance still has not been resolved at this meeting, the Program Director should convene a review committee to hear the grievance. This committee will make every effort to meet no later than 15 school days from the date of the written complaint. This review committee should be composed of one faculty member with the rank of assistant professor or higher, the Program Director, an appointed member of the Advisory Council, and two students in their final year of the major. The students must be selected randomly from the list of second year students in the program. If the first student selected does not wish to serve, the selection process should continue in the same manner until a major willing to serve has been selected. The review committee will be charged to hear a presentation of the student grievance.

- A. The student grievance must be stated as clearly and as detailed as possible in writing. Copies of the grievance must be distributed to all committee members by the Program Director.
- B. The committee is not to be officially convened to hear the grievance until the faculty member involved has had an opportunity to receive the written student charges. The faculty member must respond in writing to the committee within seven school days after having received the charges. Copies of the faculty response must be distributed to all committee members by the Program Director.
- C. The committee will convene the meeting within five school days after receipt of the written student grievance and response from faculty member.
- D. At the meeting, the committee shall designate a voting chair to conduct the proceedings. The chair will appoint a secretary to record the findings.
- E. The committee will question both the student and the faculty member separately concerning the facts presented on both sides.
- F. Upon completion of questioning period, the complainant and respondent will be asked to leave the room. The committee will then discuss the case and assess whether or not the grievance has merit.
- G. Based on their findings, the committee will recommend a plan of action for the student, for the faculty member, and if necessary, for the student's advisor and the Program Director.
- H. The secretary will formally document the committee findings and present them in writing to the Program Director for distribution to all parties.
- I. If either or both parties involved will not accept the judgment of the committee, she/he is free to pursue the matter outside the social work program. Procedures for appeal outside of the social work program begin with the Academic Dean.

## **WWU Termination of Clinical Experience**

### **I. Policy:**

Students will be admitted to clinical experiences at the discretion of individual departments and divisions. Divisions and departments may require students to comply with all academic and professional conduct requirements as determined by the division or department. Clinical experiences, whether or not required for completion of a degree program, are a privilege, not a right.

Each department or division who provides for a clinical experience shall have the authority to deny or terminate a student's participation in the clinical experience for failure to maintain or achieve the academic requirements, and/or for failure to adhere to the required professional conduct.

## **II. Definitions:**

*"Clinical Experiences"* shall mean any internships, clinical experiences, student teaching or other such activities in which students receive academic credit for structured work-related experience outside the classroom.

*"Academic proficiency"* shall include but not be limited to, the satisfactory completion of any course work required by the division or department; proficiency in academic areas as determined by testing or other academic evaluation techniques; and/or any other academic requirement imposed by the division or department or outside accrediting entities prior to or during a clinical experience.

*"Professional conduct"* shall include but not be limited to, professional conduct as defined by and in accordance with the professional ethics or policies of the professional organizations, licensing, accrediting or regulating authorities, or other entities associated with the various disciplines and or professions; and/or student conduct policies of the University.

*"Remedial"* shall mean that process by which a department or division identifies that a student is deficient in either an academic or professional conduct requirement and provides the student with an opportunity to cure the deficiency prior to termination from the clinical experience. This process can occur prior to or during a clinical experience.

*"Alternative placement"* shall mean that process by which a department or division determines or is notified by the entity in which the student is engaged in his/her clinical experience that the clinical experience must be terminated and further, that either an alternative placement can be made or that the student shall be terminated from the clinical experience.

*"Immediate termination"* shall mean that process by which a student is terminated from the clinical experience as the result of a determination by the department or division that the student's continued participation in the clinical experience constitutes an immediate threat of harm to the student or others.

## **III. Procedure Options:**

### **A. Remedial**

1. Identification of deficiency in either academic or professional conduct requirements
2. Written notification to student of deficiency
3. Meeting with student to determine course of corrective action

4. Time lines set for curing deficiency
5. Periodic monitoring schedule set between student and department/division
6. Resolution of deficiency or termination from program

B. Alternative placement

1. Identification of need for alternative placement
2. Written notification to student of termination of current placement and requirement of new placement.
3. New placement established and student participation continues or no alternative placement possible and student terminated from program

C. Immediate termination from program due to threat of immediate harm

1. Identification of threat of harm to self or others by student participant
2. Written notification to student of determination to terminate student
3. Meeting with student to discuss alternative course of study at University

#### **IV. Review**

Any student who is terminated under sections I, II or III above shall be entitled to a review of said termination. Review shall be conducted as follows:

A. The student shall submit a written request for review to the supervisor of the internship program within three calendar days of receipt of notification of the termination. Said written request for review shall include:

1. A statement of the specific requested action
2. A factual summary of the circumstances leading to the termination
3. A presentation of supporting evidence to substantiate the request
4. A statement indicating all previous attempts to resolve the issues resulting in the termination.

B. The supervisor of the internship program shall have three calendar days to take one of the following actions:

1. Reinstate the student to the clinical experience
2. Reaffirm the termination in writing to the student. The student shall then have three calendar days to submit his/her request to the Student Conduct Committee

C. Student Conduct Committee

Upon receipt of a Request for Review of Termination from a Clinical Experience the Student Conduct Committee shall have seven calendar days to take one of the following actions:

1. Conduct a meeting to determine whether the request is appropriate for

committee consideration. If the committee determines not to review the request, a written statement indicating the reasons why will be submitted to the student and the department/division.

2. Schedule a hearing in front of a hearing panel of at least three members.

Hearing procedure:

- a. The student may be assisted at hearings by an advisor. The student may also be accompanied by legal counsel, however, neither the advisor nor legal counsel may participate directly in the hearing but may only provide advice to the student. The student must advise the Student Conduct Committee if he/she intends to bring an advisor or legal counsel and the name of such individual within 24 hours in advance of the hearing.
  - b. Formal rules of evidence shall not be applicable. The committee panel may exclude evidence, which in its judgment is immaterial, irrelevant, or unduly repetitious. Students shall have the right to call witnesses in their behalf and to present evidence regarding his or her assertion that the termination is not justified.
  - c. Hearings shall be conducted in private in order to protect the confidential nature of the proceedings.
  - d. There shall be a record, such as a tape recording, of all hearings. The record shall be the property of the University.
  - e. The student and the department or division shall be notified in writing within three calendar days of the panel's decision.
  - f. The student may appeal to the full Committee for reconsideration within three calendar days of the issuance of the panel's decision. The appeal will be based solely on the record made at the hearing. The committee will issue a written decision within three calendar days of receiving the Request for Reconsideration. The decision of the Committee is final there is no further appeal.
3. Composition of Student Conduct Committee
  4. The Student Conduct Committee is that body which is authorized to conduct hearings and to make dispositions regarding Student Conduct and

Termination from Clinical Experiences.

1. The Committee shall be composed of five elected faculty.
2. The term for elected faculty members shall be five years, except that on formation of the panel, some members shall be elected for shorter terms in order that all member seats will not be vacant simultaneously.

3. The Committee members shall select a chair from among their members. The Chair of the Committee or of a Hearing Panel shall count as one member of the Committee or Hearing Panel and shall have the same rights as other members.
4. A Hearing Panel shall be at least three members of the Committee with the authority of the whole Committee to hear those cases assigned to it.

# **INTERNSHIP PARTICIPATION**

## **Responsibilities of Internship Program Participants**

### **A. Agency**

1. Provide a Field Educator who has credentials at the MSW level (LCSW preferred), or in some instances, the BSW level.
2. Provide an atmosphere conducive to student learning including provision of adequate time from employees for supervision.
3. Provide the student with workspace, including all equipment and supplies necessary to perform agency tasks commensurate with other social work personnel.
4. Provide the student with access to relevant agency documents for educational purposes to enhance professional development.

### **B. Field Educators**

1. Interview and participate in the selection of intern students.
2. Provide orientation to the intern student including information on the agency's services, programs, clientele, policies, procedures, history, structure, goals, and objectives and introduce them to agency personnel.
3. Provide a minimum of one hour of direct supervision each week with the student to discuss social work knowledge, skills and values in relation to the agency and direct service provision. Provide feedback to the student on strengths and areas for development during these meetings.
4. Complete a written mid-term evaluation and a final evaluation during SWK 450 and provide an oral mid-term evaluation and written final evaluation during SWK 451.
5. Read, and where appropriate, provide feedback on written journal assignments, and return these to the student in a timely and consistent manner.
6. Direct the internship process by participating in development of the Learning Plan, determining and assigning appropriate tasks that allow the student to develop generalist social work skills, and selecting appropriate agency personnel for the student to "shadow."
7. Oversee daily routine to ensure that all assignments are commensurate with other social work personnel.
8. Communicate with the Director of Field through scheduled evaluation meetings and immediate reporting of any concerns. Initiate and participate in any additional meetings that may be critical to the student's development.

### **C. Director of Field**

1. Serve as the liaison between the academic program and the practice setting through ongoing communication with students and Field Educators. Be available to respond to Field Educator needs or concerns regarding the internship process.
2. Provide orientation to Field Educators and students.
3. Conduct weekly Seminar classes in conjunction with the internship and provide assignments and discussions that will enable students to integrate social work knowledge, skills and values into the practice setting.
4. Coordinate evaluation and any additional meetings to be held at the agency setting. The Director of Field is responsible for meeting with Field Educators and students on three scheduled occasions during SWK 450, and two scheduled occasions during SWK 451.
5. Coordinate and facilitate Field Educator meetings for the purpose of orientation, training and evaluation.
6. Assign the student's final performance grade based on Field Educator feedback, written evaluations and performance in Seminar class.
7. Keep accurate records of all student assignments and documentation pertaining to Seminar class and evaluations.
8. Read all journals, and where appropriate, provide feedback. Return these to the student in a timely and consistent manner.

### **D. Student Responsibilities**

1. Participate in the development of the Learning Plan and monitor progress towards completion of objectives. Revise this document as needed or assigned.
2. Initiate and maintain professional (student) liability insurance for the duration of the internship.
3. Complete journals as assigned and provide these for the Field Educator in a timely and consistent manner. Provide these to the Director of Field in a timely and consistent manner.
4. Complete all agency and Seminar assignments as scheduled.
5. Be punctual at the agency and follow all absence and request for agency absence policies.

6. Maintain high personal and professional standards and adhere to the NASW Code of Ethics. Dress and behavior shall be consistent with a professional and all agency requirements.
7. Assume responsibility for learning and guiding the internship experience. Students shall communicate with Field Educators and the Director of Field any concerns or barriers that impede the learning process. Students shall be prepared for and be active in the supervisory process.
8. Complete 250 clock hours of internship experience per each semester.
9. Be punctual to Seminar class, read all assigned material and be prepared for discussions during class meetings.

**WILLIAM WOODS UNIVERSITY  
SOCIAL WORK FIELD PRACTICUM PROGRAM AGREEMENT  
FIELD PRACTICUM I (450) & II (451)**

It is hereby agreed that the all entities below will participate in a field practicum program for the Academic Year **2019-2020**. This program includes Field Practicum I (SWK 450) and Field Practicum II (SWK 451) courses that constitute 4 hours of university credit each. All parties to this agreement will cooperate in terms of the following:

**Student:**

**Organization:**

**Supervisor:**

**WWU Director of Field/Seminar Instructor:**

**1. Field Practicum Selection Process**

The WWU Director of Field Practicum will make initial contact with the organization. Students will then schedule and participate in an interview with representatives determined by the organization. This non-committal interview will determine suitability with the organization as well as with the student. Upon completion of the interview, the WWU Director of Field Education will discuss with the organization and the student, the need for further action. Supervisors are to be selected by the organization and approved by the university.

**2. Learning Plan Goals and Objectives**

Specific student responsibilities and objectives are developed by the student, with support and input from the organization/supervisor and the WWU Director of Field Education/Seminar Instructor. This is referred to as the Learning Plan. The Learning Plan will follow the format outlined in the WWU Field Manual.

**3. Professional Standards and Confidentiality**

Students are held to the same policies and conditions that govern student activities and behavior on campus, as well as those of the participating organization. Students will adhere to personal, ethical and professional standards, as demonstrated through behavior and conduct that is commensurate with the social work profession, the participating organization and the WWU Social Work Program. This includes strict adherence to confidentiality, HIPPA and NASW mandates/guidelines. Students will not reference any content that identifies the WWU Social Work Program, specific classes, the practicum organization, organization personnel or client systems on social media sites.

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**4. Use of Organization Equipment**

The organization will provide the student with equipment necessary to carry out daily functions. Students shall utilize these for conducting organization business only. Computers, internet, photocopying and cell phone use for personal reasons is strictly forbidden. Organization and university sanctions, including possible termination from the practicum, may be initiated in instances where these guidelines are not followed.

**5. Journals and Communication**

Students will submit journal process writings to supervisors and the WWU Director of Field Education/Seminar Instructor in a timely manner. These will be reviewed by the supervisor and WWU Director of Field/Seminar Instructor for written feedback. Journals may be utilized for supervision meetings and discussion in Seminar Class.

**6. Supervision and Mentoring Experiences**

The organization agrees to provide oversight and coordination of the practicum, including supervision through ongoing contact or scheduled face-to-face supervision. The supervisor shall be an individual that holds a social work degree from an accredited institution, or one that is approved as a qualified supervisor. In instances where this is not feasible, the organization, the student and the university will mutually agree upon an individual that will provide this role. This supervisor may or may not be an employee of the participating organization. Students are responsible for actively preparing for, and participating in, the supervisory process. While one individual should be identified as the person responsible for the overall practicum, the organization may assign the student to work with various other personnel for special projects, observation opportunities, experience opportunities, etc.

**7. Formal Evaluations**

The supervisor will provide a written mid-term and final evaluation for SWK 450-Field Practicum I, and a final evaluation for SWK 451-Field Practicum II. These evaluations will be reviewed at scheduled meetings that occur at the organization, and documentation and dialogue from the supervisor will greatly influence final grading. The seminar instructor will assume responsibility for assigning the final grade based on this feedback and other seminar criteria.

**8. Expected Hours**

Students are to complete a minimum of 250 hours per each semester. Generally, this is conducted on a Monday/Wednesday/Friday rotation. Students are required to schedule practicum time that supports the organization, and they are required to develop a schedule that addresses the demands of the organization. The accumulation of hours past 250 during SWK 450-Field Practicum I do not transfer to the SWK 451-Field Practicum II.

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**9. Student Liability Insurance**

The student will obtain, maintain and provide written documentation of securing a student liability insurance policy.

**10. Scheduling and Attendance**

The following policies regarding the student’s schedule will be adhered to:

- a) all parties will develop and agree to a general work schedule that will enable the student to complete required hours. Generally this schedule involves a Monday/Wednesday/Friday rotation and includes 16-20 hours per week. Students will be available at the request of the organization.
- b) this schedule may deviate according to organization and student needs, but any alterations to a set schedule should have prior approval, with the exception of absences due to illness or emergencies.
- c) the student is to keep a daily time sheet which should be submitted to the agency supervisor and the WWU Director of Field at the end of each month for signatures.
- d) in the event of an illness or emergency that necessitates absence from the internship setting, the student shall notify the Supervisor and the WWU Director of Field as soon as possible.
- e) the student is responsible for make-up of all time missed (e.g. illness, emergency, agency holiday, school holiday, etc.).
- f) the student will follow the academic calendar, as set forth by the university, with consideration for organization calendars.
- g) the earliest a student may terminate from the organization is the last day of scheduled classes for both SWK 450-Field Practicum I and SWK 451-Field Practicum II, even if all 250 hours are completed prior to this date.

**11. Additional Agreements (determined by organization and WWU):**

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All parties agree to adhere to the above policies and agree that any changes shall be approved by consensus of all participants. All parties further understand that failure to comply with these stated policies could ultimately result in termination of the practicum.

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

Supervisor(s): \_\_\_\_\_ Date: \_\_\_\_\_

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

WWU Dir. of Field: \_\_\_\_\_ Date: \_\_\_\_\_

## **LEARNING PLAN**

### **Learning Plan Format**

The Learning Plan is designed to serve as a guideline for the internship experience. It is intended to stimulate thought from the student concerning the integration of social work knowledge, values and skills as well as focus on specific individual goals and desired achievements while in the learning environment. Field Educators provide input and direction based on their social work experiences and opportunities available within the agency. The Director of Field provides input to ensure consistency regarding curriculum content, the program mission and program goals and objectives.

Students are responsible for the development of the Learning Plan with assistance from their Field Educator and the Director of Field. Active involvement from all parties ensures development of a comprehensive plan that guides both semesters of internship experience. Completion of goals demonstrates the student's level of mastery and their ability to function as competent generalist social work practitioners. As a method for organizing and accentuating specific development areas, the Learning Plan has been organized into specific categories. Each student should follow the format and criteria located in the Field Manual.

### **Learning Plan Criteria**

#### **A. Objectives**

Students shall identify learning needs and opportunities for generalist social work development. These objectives should focus on criteria that will enable them to successfully develop the competency denoted in each category.

**B. *Methods***

Students should identify the methods they will employ to attain each objective. These shall focus on areas that will enable them to address the desired goal as well as develop competency for each specific category. These shall be consistent with their goals, the denoted competency area and the opportunities available to them throughout the internship. Students should identify specific criteria for determining completion of each goal. These criteria may include frequency, duration, actions and methods for review, and should be stated in behaviorally measured terms. In other words, students should be able to present that work towards a goal or a competency mastered can be evidenced by specific and detailed criteria.

# LEARNING PLAN

**Field Practicum I (SWK 450)**  
**(SWK 451)**

**Field Practicum II**

Name \_\_\_\_\_ Supervisor \_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

The 9 Competencies are established by the Council on Social Work Education (CSWE), which accredits the WWU Program. Please develop Objectives and Methods for measuring that address each of the Competency categories and Practice Behaviors.

## Competence #1: ETHICS AND PROFESSIONALISM

### CSWE: Demonstrate Ethical and Professional Behavior

<p>Student understands the NASW Code of Ethics and resolving ethical dilemmas.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
<p>Student uses self-reflection to manage personal and professional values.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
<p>Student demonstrates professional demeanor in behavior, appearance, representing the agency, in oral and writing communication forms.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>

<p>Student uses technology ethically and appropriately.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
<p>Student engages in supervision and consultation.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>

<p><b>Competence #2: DIVERSITY</b></p> <p><b>(CSWE: Engage Diversity and Difference in Practice)</b></p>		
2.1	<p>Student understands the importance of diversity and difference.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
2.2	<p>Student engages clients based on their strengths and with respect of clients being experts of their experiences.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
2.3	<p>Student applies self-awareness and self-regulation to manage personal biases.</p> <p>Objective 1:</p>	<p>Method 1:</p>

	Objective 2:	Method 2:
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**Competence #3: ADVOCACY OF HUMAN JUSTICE**

**(CSWE: Advance Human Rights and Social, Economic and Environmental Justice)**

Student understands advocating for equality of social, economic and environmental justice.

Objective 1:

Method 1:

Objective 2:

Method 2:

Student engages with clients to advocate for social, economic and environmental justice.

Objective 1:

Method 1:

Objective 2:

Method 2:

**Competence #4: RESEARCH AND EVIDENCE BASED**

**(CSWE: Engage in Practice-Informed Research and Research-Informed Practice)**

4.1	<p>Student understands how practice experience and theory are related to research evidence.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
4.2	<p>Student understands the use of critical thinking when reviewing and analyzing research findings and the methods used for the conclusions.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
4.3	<p>Student understands using research evidence to improve practice, policy and service delivery.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>

<p><b>Competence #5: POLICY</b></p> <p><b>(CSWE: Engage in Policy Practice)</b></p>		
5.1	<p>Student identifies social policies that apply to client services at the local, state and federal levels.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
5.2	<p>Student understands how social welfare and economic policies impact service delivery.</p> <p>Objective 1:</p>	<p>Method 1:</p>

	Objective 2:	Method 2:
5.3	<p>Student understands using critical thinking to analyze, formulate and advocate for human rights policies.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>

<b>Competence #6: ENGAGEMENT</b>		
<b>(CSWE: Engage with Individuals, Families, Groups, Organizations and Communities)</b>		
6.1	<p>Student uses knowledge of human behavior in the diverse environment and theory when engaging with clients.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
6.2	<p>Student effectively uses empathy, reflection and social work skills when engaging with clients.</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>

**Competence #7: ASSESSMENT**

**(Objective: Assess Individuals, Families, Groups, Organizations and Communities)**

<b>A. Individuals and Families</b>	
Student collects and organizes data to create an assessment with:  A.1 Individuals and Families B.1 Groups C.1 Communities and Organizations  Objective 1:  Objective 2:	Method 1:  Method 2:
Student understands human behavior and theory when conducting an assessment with:  A.2 Individuals and Families B.2 Groups C.2 Communities and Organizations  Objective 1:  Objective 2:	Method 1:  Method 2:
Student develops intervention goals and objectives based on the assessment with:  A.3 Individuals and Families B.3 Groups C.3 Communities and Organizations  Objective 1:  Objective 2:	Method 1:  Method 2:
Student selects appropriate intervention strategies based on the assessment with:  A.4 Individuals and Families	

B.4 Groups  
C.4 Communities and Organizations

Objective 1:

Objective 2:

Method 1:

Method 2:



<p>C.4 Communities and Organizations</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
<p>Student facilitates appropriate transitions, referrals and termination with:</p> <p>A.5 Individuals and Families</p> <p>B.5 Groups</p> <p>C.5 Communities and Organizations</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>

**Competence #9: EVALUATION AND TERMINATION**

**Objective: Evaluate and Terminate with Individuals, Families, Groups, Organizations and Communities )**

<b>A. Individuals and Families</b>	
Student uses appropriate methods for evaluation of outcomes with:  A.1 Individuals and Families B.1 Groups C.1 Communities and Organizations  Objective 1:  Objective 2:	          Method 1:  Method 2:
Student is able to apply knowledge of human behavior and the diverse environment and theory when evaluating interventions with:  A.2 Individuals and Families B.2 Groups C.2 Communities and Organizations  Objective 1:  Objective 2:	          Method 1:  Method 2:
Student is able to monitor and evaluate intervention outcomes with:  A.3 Individuals and Families B.3 Groups C.3 Communities and Organizations  Objective 1:  Objective 2:	          Method 1:  Method 2:
Student is able to intervene on behalf of diverse clients with:  A.4 Individuals and Families B.4 Groups	

<p>C.4 Communities and Organizations</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>
<p>Student facilitates appropriate transitions, referrals and termination with:</p> <p>A.5 Individuals and Families</p> <p>B.5 Groups</p> <p>C.5 Communities and Organizations</p> <p>Objective 1:</p> <p>Objective 2:</p>	<p>Method 1:</p> <p>Method 2:</p>

# **JOURNALS**

## **Journal Format**

Journals provide an avenue for students to demonstrate integration of knowledge, values and skills. It is one tool that enables students to critically examine significant learning experiences within a practice and theoretical context. The journal process serves as an evaluative tool for Field Educators as well, and provides significant information for supervisory sessions and ongoing dialogue. Student written processing also provides a method for the Director of Field to remain connected to the internship process in addition to Seminar classes, individual interactions and evaluative meetings. Thus, the journal serves to monitor practice integration, and therefore ultimately serves as a protection for clients.

It is essential to the internship experience that students complete journals as assigned and that these are forwarded to Field Educators and the Director of Field Education in a timely manner. It is equally important for students to receive feedback from these individuals in a timely manner. Students are able to then gauge their level of integration, respond to any concerns and develop plans to complete any assignments given through journals.

Journals are due to Field Educators and the Director of Field Education on a weekly basis. The specific time frames should be developed between the student and these individuals. The Field Educator and Director of Field Education will review the journals, provide feedback where appropriate and return them to students on a consistent basis. Students are accountable for responding to suggestions, assignments and additional instructions. These should be forwarded through the same process and in a timely manner. Students will be awarded fifteen points towards the Seminar class for each completed journal. Points will be assessed for completion of the journal, the level of processing, the overall content and follow through with additional assignments. The Director of Field reserves the right to award only partial credit when warranted.

**WILLIAM WOODS UNIVERSITY  
SOCIAL WORK PROGRAM  
FIELD PRACTICUM I AND II**

**JOURNAL**

Student: \_\_\_\_\_ Day/Date: \_\_\_\_\_

**Core Competencies Journal**

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

NASW Code of Ethics    Legal Issues    Ethical Dilemmas  
Self-Assessment    Communication    Documentation  
Supervision    Professionalism

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

Diversity    Personal Biases    Personal Values    Clients as  
Own Experts

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

Social, Economic and Environmental Issues that impact clients  
How agency works to create Social, Economic and Environmental Justice  
How working with clients impacts Social, Economic and Environmental Justice

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

Did you or the agency exam research, conduct surveys, examine data, etc.?  
What methods were used?  
What was the purpose for the activity?  
What was learned from the activity?

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

Agency Policies    City Policies    State Policies  
Federal Policies    Advocacy    Analysis/Examination  
Suggestions    Stances    Interpretation

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

Examples of HBSE    Theory of HBSE    Developmental Phases  
Diversity Impact    Relationship    Engagement Skills

**Competency 7: Assessment**

**A. Individuals and Families**

Interviews                      Assessments                      Assessment Tools  
Analysis of Information      Diagnosis                      Goal Setting  
Developing Interventions

**B. Groups**

Interviews                      Assessments                      Assessment Tools  
Analysis of Information      Diagnosis                      Goal Setting  
Developing Interventions

**C. Organizations and Communities**

Interviews                      Assessments                      Assessment Tools  
Analysis of Information      Diagnosis                      Goal Setting  
Developing Interventions

**Competency 8: Intervention**

**D. Individuals and Families**

Determining Intervention      HBSE                      Collaboration with Staff/Supervisor  
Advocating for Clients      Negotiating                      Facilitate Transitions and Endings

**E. Groups**

Determining Intervention      HBSE                      Collaboration with Staff/Supervisor  
Advocating for Clients      Negotiating                      Facilitate Transitions and Endings

**F. Organizations and Communities**

Determining Intervention      HBSE                      Collaboration with Staff/Supervisor  
Advocating for Clients      Negotiating                      Facilitate Transitions and Endings

**Competency 9: Evaluation**

**A. Individuals & Families**

Evaluating Outcomes      HBSE                      Measuring Success  
Apply for Improvement

**B. Groups**

Evaluating Outcomes      HBSE                      Measuring Success  
Apply for Improvement

**C. Organizations & Communities**

Evaluating Outcomes      HBSE                      Measuring Success  
Apply for Improvement

**WILLIAM WOODS UNIVERSITY  
SOCIAL WORK DEPARTMENT  
INTERNSHIP/SEMINAR I  
SWK 450 (6HOURS)**

**FALL COMPLETED JOURNALS**

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

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

**August**

*Week 1*

*Week 2*

\_\_\_\_\_

\_\_\_\_\_

**September**

*Week 3*

*Week 4*

*Week 5*

*Week 6*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**October**

*Week 7*

*Week 8*

*Week 9*

*Week 10*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**November**

*Week 11*

*Week 12*

*Week 13*

*Week 14*

*Week 15*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**December**

*Week 16*

\_\_\_\_\_

**WILLIAMWOODSUNIVERSITY  
SOCIAL WORK DEPARTMENT  
INTERNSHIP/SEMINAR II  
SWK 451 (6HOURS)**

**SPRING COMPLETED JOURNALS**

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

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

**January**

*Week 1*

*Week 2*

*Week 3*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**February**

*Week 4*

*Week 5*

*Week 6*

*Week 7*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**March**

*Week 8*

*Week 9*

*Week 10*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**April**

*Week 11*

*Week 12*

*Week 13*

*Week 14*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**May**

*Week 15*

\_\_\_\_\_

# **EVALUATIONS**

# Mid-Term Evaluation

Field Practicum I (SWK 450)

Field Practicum II (SWK 451)

Name \_\_\_\_\_ Date \_\_\_\_\_

***Instructions for Rating on the 9 Competencies in the First Part of the Evaluation:***

The 9 Competencies that are specified in this evaluation are established by the Council on Social Work Education (CSWE), which accredits the WWU Program. Please circle the appropriate rating for which the student is demonstrating work towards competence.

<b>Competence #1: ETHICS AND PROFESSIONALISM</b>	
(CSWE: Demonstrate Ethical and Professional Behavior)	
1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)	

**Comments:**

<b>Competence #2: DIVERSITY</b>	
(CSWE: Engage Diversity and Difference in Practice)	
1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)	

**Comments:**

**Competence #4: RESEARCH AND EVIDENCE BASED**

**(CSWE: Engage in Practice-Informed Research and Research-Informed Practice)**

**1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)**

**Comments:**

**Competence #5: POLICY**

**(CSWE: Engage in Policy Practice)**

**1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)**

**Comments:**

**Competence #6: ENGAGEMENT**

**(CSWE: Engage with Individuals, Families, Groups, Organizations and Communities)**

**1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)**

**Comments:**

**Competence #7: ASSESSMENT**

**(CSWE: Assess Individuals, Families, Groups, Organizations and Communities)**

**1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)**

**Comments:**

**Competence #8: INTERVENTION**

**(CSWE: Intervene with Individuals, Families, Groups, Organizations and Communities )**

**1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)**

**Comments:**

**Competence #9: EVALUATION AND TERMINATION**

**(CSWE: Evaluate Practice With Individuals, Families, Groups, Organizations and Communities )**

**1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)**

**Comments:**

**OVERALL EVALUATION**

Please check one of the following:

\_\_\_\_\_ The intern is meeting expectations of the field placement.

\_\_\_\_\_ The intern is not meeting expectations of the field placement. The student needs to improve in the areas of:

**Agency Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**STUDENT RESPONSE**

The Agency Supervisor, the WWU Director of Field and I have discussed this evaluation.

\_\_\_\_\_ I agree with this evaluation.

\_\_\_\_\_ I disagree with this evaluation

NOTE: If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

**Field Practicum Student**\_\_\_\_\_ **Date**  
\_\_\_\_\_

**WWU Dir. of Field**\_\_\_\_\_ **Date**  
\_\_\_\_\_

# FIELD SUPERVISOR ASSESSMENT OF PRACTICE BEHAVIORS

**Field Practicum I (SWK 450)**

**Field Practicum II (SWK 451)**

Name \_\_\_\_\_ Date \_\_\_\_\_

***Instructions for Rating on the 9 Competencies in the First Part of the Evaluation:***

The 9 Competencies that are specified in this evaluation are established by the Council on Social Work Education (CSWE), which accredits the WWU Program. Please evaluate student performance based on the criteria below.

1	<b>Poor</b>
2	<b>Somewhat</b>
3	<b>Good</b>
4	<b>Very Good</b>
5	<b>Excellent</b>
NA	<b>Not Applicable</b>

<b>Competence #1: ETHICS AND PROFESSIONALISM</b>							
<b>(CSWE: Demonstrate Ethical and Professional Behavior)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
1.1	Student understands the NASW Code of Ethics and resolving ethical dilemmas.	1	2	3	4	5	NA
1.2	Student uses self-reflection to manage personal and professional values.	1	2	3	4	5	NA
1.3	Student demonstrates professional demeanor in behavior, appearance, representing the agency and all communication forms.	1	2	3	4	5	NA
1.4	Student uses technology ethically and appropriately.	1	2	3	4	5	NA
1.5	Student engages in supervision and consultation.	1	2	3	4	5	NA

**Comments:**

<b>Competence #2: DIVERSITY</b>							
<b>(CSWE: Engage Diversity and Difference in Practice)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
2.1	Student understands the importance of diversity and difference.	1	2	3	4	5	NA
2.2	Student engages clients based on their strengths and with respect of clients being experts of their experiences.	1	2	3	4	5	NA
2.3	Student applies self-awareness and self-regulation to manage personal biases.	1	2	3	4	5	NA

**Comments:**

<b>Competence #3: ADVOCACY OF HUMAN JUSTICE</b>							
<b>(CSWE: Advance Human Rights and Social, Economic and Environmental Justice)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
3.1	Student understands advocating for equality of social, economic and environmental justice.	1	2	3	4	5	NA
3.2	Student engages with clients to advocate for social, economic and environmental justice.	1	2	3	4	5	NA

**Comments:**

<b>Competence #4: RESEARCH AND EVIDENCE BASED</b>							
<b>(CSWE: Engage in Practice-Informed Research and Research-Informed Practice)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
4.1	Student understands how practice experience and theory are related to research evidence.	1	2	3	4	5	NA
4.2	Student understands the use of critical thinking when reviewing and analyzing research findings and the methods used for the conclusions.	1	2	3	4	5	NA
4.3	Student understands using research evidence to improve practice, policy and service delivery.	1	2	3	4	5	NA

**Comments:**

<b>Competence #5: POLICY</b>							
<b>(CSWE: Engage in Policy Practice)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
5.1	Student identifies social policies that apply to client services at the local, state and federal levels.	1	2	3	4	5	NA
5.2	Student understands how social welfare and economic policies impact service delivery.	1	2	3	4	5	NA
5.3	Student understands using critical thinking to analyze, formulate and advocate for human rights policies.	1	2	3	4	5	NA

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**Comments:**

<b>Competence #6: ENGAGEMENT</b>							
<b>(CSWE: Engage with Individuals, Families, Groups, Organizations and Communities)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
6.1	Student uses knowledge of human behavior in the diverse environment and theory when engaging with clients.	1	2	3	4	5	NA
6.2	Student effectively uses empathy, reflection and social work skills when engaging with clients.	1	2	3	4	5	NA

**Comments:**

<b>Competence #7: ASSESSMENT</b>						
<b>(CSWE: Assess Individuals, Families, Groups, Organizations and Communities)</b>						
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>						
<b>B. Individuals and Families</b>						
7.1	Student collects and organizes data to create an assessment with:					
	A.1 Individuals and Families	1	2	3	4	5 NA
	B.1 Groups	1	2	3	4	5 NA
	C.1 Communities and Organizations	1	2	3	4	5 NA
7.2	Student understands human behavior and theory when conducting an assessment with:					
	A.2 Individuals and Families	1	2	3	4	5 NA
	B.2 Groups	1	2	3	4	5 NA
	C.2 Communities and Organizations	1	2	3	4	5 NA
7.3	Student develops intervention goals and objectives based on the assessment with:					
	A.3 Individuals and Families	1	2	3	4	5 NA
	B.3 Groups	1	2	3	4	5 NA
	C.3 Communities and Organizations	1	2	3	4	5 NA
7.4	Student selects appropriate intervention strategies based on the assessment with:					
	A.4 Individuals and Families	1	2	3	4	5 NA
	B.4 Groups	1	2	3	4	5 NA
	C.4 Communities and Organizations	1	2	3	4	5 NA

**Comments:**

<b>Competence #8: INTERVENTION</b>						
<b>(CSWE: Intervene with Individuals, Families, Groups, Organizations and Communities )</b>						
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>						
<b>B. Individuals and Families</b>						
8.1	Student is able to develop and implement interventions with:					
	A.1 Individuals and Families	1	2	3	4	5 NA
	B.1 Groups	1	2	3	4	5 NA
	C.1 Communities and Organizations	1	2	3	4	5 NA
8.2	Student is able to apply knowledge of human behavior and the diverse environment and theory when implementing interventions with:					
	A.2 Individuals and Families	1	2	3	4	5 NA
	B.2 Groups	1	2	3	4	5 NA
	C.2 Communities and Organizations	1	2	3	4	5 NA
8.3	Student collaborates with other professionals as appropriate with:					
	A.3 Individuals and Families	1	2	3	4	5 NA
	B.3 Groups	1	2	3	4	5 NA
	C.3 Communities and Organizations	1	2	3	4	5 NA
8.4	Student is able to intervene on behalf of diverse clients with:					
	A.4 Individuals and Families	1	2	3	4	5 NA
	B.4 Groups	1	2	3	4	5 NA
	C.4 Communities and Organizations	1	2	3	4	5 NA

8.5	Student facilitates appropriate transitions, referrals and termination with:						
	A.5 Individuals and Families	1	2	3	4	5	NA
	B.5 Groups	1	2	3	4	5	NA
	C.5 Communities and Organizations	1	2	3	4	5	NA

**Comments:**

<b>Competence #9: EVALUATION AND TERMINATION</b>						
<b>(CSWE: Evaluate Practice With Individuals, Families, Groups, Organizations and Communities )</b>						
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>						
	<b>A. Individuals and Families</b>					
9.1	Student uses appropriate methods for evaluation of outcomes with:					
	A.1 Individuals and Families	1	2	3	4	5 NA
	B.1 Groups	1	2	3	4	5 NA
	C.1 Communities and Organizations	1	2	3	4	5 NA
9.2	Student is able to apply knowledge of human behavior in a diverse environment and theory when evaluating interventions with:					
	A.2 Individuals and Families	1	2	3	4	5 NA
	B.2 Groups	1	2	3	4	5 NA
	C.2 Communities and Organizations	1	2	3	4	5 NA
9.3	Student is able to monitor and evaluate intervention outcomes with:					
	A.3 Individuals and Families	1	2	3	4	5 NA
	B.3 Groups	1	2	3	4	5 NA
	C.3 Communities and Organizations	1	2	3	4	5 NA
9.4	Student is able to intervene on behalf of diverse clients with:					
	A.4 Individuals and Families	1	2	3	4	5 NA
	B.4 Groups	1	2	3	4	5 NA
	C.4 Communities and Organizations	1	2	3	4	5 NA

9.5	Student facilitates appropriate transitions, referrals and termination with:						
	A.5 Individuals and Families	1	2	3	4	5	NA
	B.5 Groups	1	2	3	4	5	NA
	C.5 Communities and Organizations	1	2	3	4	5	NA

**Comments:**

**FINAL OVERALL EVALUATION**

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- The intern has excelled in field placement by performing above expectations.
- The intern has met the expectations of the field placement. This intern is prepared for beginning level social work practice.
- The intern is not yet ready for beginning level social work practice.
- The intern has demonstrated serious performance deficiencies is not yet ready for beginning level social work practice,

Comments/elaboration:

**Agency Supervisor** \_\_\_\_\_ **Date**

\_\_\_\_\_

**STUDENT RESPONSE**

The Agency Supervisor, the WWU Director of Field and I have discussed this evaluation.

\_\_\_\_\_ I agree with this evaluation.

\_\_\_\_\_ I disagree with this evaluation

NOTE: If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

**Field Practicum Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**WWU Dir. of Field** \_\_\_\_\_ **Date** \_\_\_\_\_

# STUDENT ASSESSMENT OF PRACTICE BEHAVIORS

Field Practicum I (SWK 450)

Field Practicum II (SWK 451)

Name \_\_\_\_\_ Date \_\_\_\_\_

***Instructions for Rating on the 9 Competencies in the First Part of the Evaluation:***

The 9 Competencies that are specified in this evaluation are established by the Council on Social Work Education (CSWE), which accredits the WWU Program. Please evaluate student performance based on the criteria below.

1	<b>Poor</b>
2	<b>Somewhat</b>
3	<b>Good</b>
4	<b>Very Good</b>
5	<b>Excellent</b>
NA	<b>Not Applicable</b>

<b>Competence #1: ETHICS AND PROFESSIONALISM</b>							
<b>(CSWE: Demonstrate Ethical and Professional Behavior)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
1.1	Student understands the NASW Code of Ethics and resolving ethical dilemmas.	1	2	3	4	5	NA
1.2	Student uses self-reflection to manage personal and professional values.	1	2	3	4	5	NA
1.3	Student demonstrates professional demeanor in behavior, appearance, representing the agency and all communication forms.	1	2	3	4	5	NA
1.4	Student uses technology ethically and appropriately.	1	2	3	4	5	NA
1.5	Student engages in supervision and consultation.	1	2	3	4	5	NA

**Comments:**

<b>Competence #2: DIVERSITY</b>							
<b>(CSWE: Engage Diversity and Difference in Practice)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
2.1	Student understands the importance of diversity and difference.	1	2	3	4	5	NA
2.2	Student engages clients based on their strengths and with respect of clients being experts of their experiences.	1	2	3	4	5	NA
2.3	Student applies self-awareness and self-regulation to manage personal biases.	1	2	3	4	5	NA

**Comments:**

<b>Competence #3: ADVOCACY OF HUMAN JUSTICE</b>							
<b>(CSWE: Advance Human Rights and Social, Economic and Environmental Justice)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
3.1	Student understands advocating for equality of social, economic and environmental justice.	1	2	3	4	5	NA
3.2	Student engages with clients to advocate for social, economic and environmental justice.	1	2	3	4	5	NA

**Comments:**

<b>Competence #4: RESEARCH AND EVIDENCE BASED</b>							
<b>(CSWE: Engage in Practice-Informed Research and Research-Informed Practice)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
4.1	Student understands how practice experience and theory are related to research evidence.	1	2	3	4	5	NA
4.2	Student understands the use of critical thinking when reviewing and analyzing research findings and the methods used for the conclusions.	1	2	3	4	5	NA
4.3	Student understands using research evidence to improve practice, policy and service delivery.	1	2	3	4	5	NA

**Comments:**

<b>Competence #5: POLICY</b>							
<b>(CSWE: Engage in Policy Practice)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
5.1	Student identifies social policies that apply to client services at the local, state and federal levels.	1	2	3	4	5	NA
5.2	Student understands how social welfare and economic policies impact service delivery.	1	2	3	4	5	NA
5.3	Student understands using critical thinking to analyze, formulate and advocate for human rights policies.	1	2	3	4	5	NA

**Comments:**

<b>Competence #6: ENGAGEMENT</b>							
<b>(CSWE: Engage with Individuals, Families, Groups, Organizations and Communities)</b>							
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>							
6.1	Student uses knowledge of human behavior in the diverse environment and theory when engaging with clients.	1	2	3	4	5	NA
6.2	Student effectively uses empathy, reflection and social work skills when engaging with clients.	1	2	3	4	5	NA

**Comments:**

<b>Competence #7: ASSESSMENT</b>						
<b>(CSWE: Assess Individuals, Families, Groups, Organizations and Communities)</b>						
<b>1 = Poor    2 = Somewhat    3 = Good    4 = Very Good    5 = Excellent    NA (Not Applicable)</b>						
<b>C. Individuals and Families</b>						
7.1	Student collects and organizes data to create an assessment with:					
	A.1 Individuals and Families	1	2	3	4	5 NA
	B.1 Groups	1	2	3	4	5 NA
	C.1 Communities and Organizations	1	2	3	4	5 NA
7.2	Student understands human behavior and theory when conducting an assessment with:					
	A.2 Individuals and Families	1	2	3	4	5 NA
	B.2 Groups	1	2	3	4	5 NA
	C.2 Communities and Organizations	1	2	3	4	5 NA
7.3	Student develops intervention goals and objectives based on the assessment with:					
	A.3 Individuals and Families	1	2	3	4	5 NA
	B.3 Groups	1	2	3	4	5 NA
	C.3 Communities and Organizations	1	2	3	4	5 NA
7.4	Student selects appropriate intervention strategies based on the assessment with:					
	A.4 Individuals and Families	1	2	3	4	5 NA
	B.4 Groups	1	2	3	4	5 NA
	C.4 Communities and Organizations	1	2	3	4	5 NA

**Comments:**

<b>Competence #8: INTERVENTION</b>						
<b>(CSWE: Intervene with Individuals, Families, Groups, Organizations and Communities )</b>						
<b>1 = Poor 2 = Somewhat 3 = Good 4 = Very Good 5 = Excellent NA (Not Applicable)</b>						
<b>C. Individuals and Families</b>						
8.1	Student is able to develop and implement interventions with:					
	A.1 Individuals and Families	1	2	3	4	5 NA
	B.1 Groups	1	2	3	4	5 NA
	C.1 Communities and Organizations	1	2	3	4	5 NA
8.2	Student is able to apply knowledge of human behavior and the diverse environment and theory when implementing interventions with:					
	A.2 Individuals and Families	1	2	3	4	5 NA
	B.2 Groups	1	2	3	4	5 NA
	C.2 Communities and Organizations	1	2	3	4	5 NA
8.3	Student collaborates with other professionals as appropriate with:					
	A.3 Individuals and Families	1	2	3	4	5 NA
	B.3 Groups	1	2	3	4	5 NA
	C.3 Communities and Organizations	1	2	3	4	5 NA
8.4	Student is able to intervene on behalf of diverse clients with:					
	A.4 Individuals and Families	1	2	3	4	5 NA
	B.4 Groups	1	2	3	4	5 NA
	C.4 Communities and Organizations	1	2	3	4	5 NA

8.5	Student facilitates appropriate transitions, referrals and termination with:						
	A.5 Individuals and Families	1	2	3	4	5	NA
	B.5 Groups	1	2	3	4	5	NA
	C.5 Communities and Organizations	1	2	3	4	5	NA

**Comments:**

<b>Competence #9: EVALUATION AND TERMINATION</b>						
<b>(CSWE: Evaluate Practice With Individuals, Families, Groups, Organizations and Communities )</b>						
<b>1 = Poor 2 = Somewhat 3 = Good 4 = Very Good 5 = Excellent NA (Not Applicable)</b>						
<b>B. Individuals and Families</b>						
9.1	Student uses appropriate methods for evaluation of outcomes with:					
	A.1 Individuals and Families	1	2	3	4	5 NA
	B.1 Groups	1	2	3	4	5 NA
	C.1 Communities and Organizations	1	2	3	4	5 NA
9.2	Student is able to apply knowledge of human behavior in a diverse environment and theory when evaluating interventions with:					
	A.2 Individuals and Families	1	2	3	4	5 NA
	B.2 Groups	1	2	3	4	5 NA
	C.2 Communities and Organizations	1	2	3	4	5 NA
9.3	Student is able to monitor and evaluate intervention outcomes with:					
	A.3 Individuals and Families	1	2	3	4	5 NA
	B.3 Groups	1	2	3	4	5 NA
	C.3 Communities and Organizations	1	2	3	4	5 NA
9.4	Student is able to intervene on behalf of diverse clients with:					
	A.4 Individuals and Families	1	2	3	4	5 NA
	B.4 Groups	1	2	3	4	5 NA
	C.4 Communities and Organizations	1	2	3	4	5 NA

9.5	Student facilitates appropriate transitions, referrals and termination with:						
	A.5 Individuals and Families	1	2	3	4	5	NA
	B.5 Groups	1	2	3	4	5	NA
	C.5 Communities and Organizations	1	2	3	4	5	NA

**Comments:**

**Agency Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Field Practicum Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**WWU Dir. of Field** \_\_\_\_\_ **Date** \_\_\_\_\_





8. How would you rate your agency Field Educator overall (please circle)? Explain.

Excellent      Very Good      Good      Fair      Poor

9. How would you rate your internship experience overall (please circle)? Explain.

Excellent      Very Good      Good      Fair      Poor

14. Signature \_\_\_\_\_ Date: \_\_\_\_\_

# **ADDITIONAL FORMS**

**WILLIAMWOODSUNIVERSITY  
SOCIAL WORK DEPARTMENT  
FIELD PRACTICUM I (450) & II (451)**

**STUDENT/AGENCY INFORMATION**

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

Cell Phone: \_\_\_\_\_

Preferred Email: \_\_\_\_\_

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

Agency Office Phone: \_\_\_\_\_ Agency Fax: \_\_\_\_\_

Agency Address

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Intern Hours:

M \_\_\_\_\_ T \_\_\_\_\_ W \_\_\_\_\_ R \_\_\_\_\_ F \_\_\_\_\_

Field Educator: \_\_\_\_\_ Phone/Ext: \_\_\_\_\_

Cell Phone (if utilized for agency): \_\_\_\_\_

Home (if appropriate): \_\_\_\_\_

Field Educator Email: \_\_\_\_\_

**WILLIAMWOODSUNIVERSITY  
SOCIAL WORK DEPARTMENT  
FIELD PRACTICUM/SEMINAR  
SWK 450 (6 HOURS)**

**FALL ASSIGNMENT SHEET**

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

Assignment	Points Possible	Points Earned
Learning Plan Draft	50	
Final Learning Plan	25	
Mid-Term Self-Evaluation	50	
Agency Analysis Presentation	100	
Evaluation of Internship	25	
Final Self-Evaluation	50	
Additional Assignments	_____	
Journals	225 (15 X 15)	
Total	525	
Final Grade		

**WILLIAMWOODSUNIVERSITY  
SOCIAL WORK DEPARTMENT  
FIELD PRACTICUM/SEMINAR  
SWK 451 (6 HOURS)**

**SPRING ASSIGNMENT SHEET**

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

Assignment	Points Possible	Points Earned
Learning Plan Revision	25	
Mid-Term Self-Evaluation	50	
Research and Case Analysis	100	
Evidence Based Practice	100	
Evaluation of Internship	25	
Final Self-Evaluation	50	
Additional Assignments	_____	
Journals	225 (15 X 15)	
Total	575	
Final Grade		



**WILLIAMWOODSUNIVERSITY  
SOCIAL WORK DEPARTMENT  
FIELD PRACTICUM I-SWK 450 (6 HOURS)**

**FALL TIME RECORD**

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

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

**August**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**September**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**October**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**November**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**December**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**Totals**

Hours \_\_\_\_\_ Absences \_\_\_\_\_

**WILLIAMWOODSUNIVERSITY  
SOCIAL WORK PROGRAM  
FIELD PRACTICUM II-SWK 451 (6 HOURS)**

**SPRING TIME RECORD**

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

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

**January**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**February**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**March**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**April**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**May**

Hours \_\_\_\_\_ Absences \_\_\_\_\_ Total \_\_\_\_\_ Remaining \_\_\_\_\_

**Totals**

Hours \_\_\_\_\_ Absences \_\_\_\_\_

**WILLIAMWOODSUNIVERSITY  
SOCIAL WORK DEPARTMENT  
FIELD PRACTICUM I (450) & II (451)**

**REQUEST FOR AGENCY ABSENCE**

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

Date Submitted: \_\_\_\_\_ Request Day(s)/Date(s): \_\_\_\_\_

Rationale for hours missed/make-up (additional hours already earned, additional hours planned on earning, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activities/Duties/Responsibilities that will be missed and alternative arrangements:

\_\_\_\_\_  
\_\_\_\_\_

Field Educator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approve  Disapprove (Rationale) \_\_\_\_\_

\_\_\_\_\_

Director of Field Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approve  Disapprove (Rationale) \_\_\_\_\_

\_\_\_\_\_

This form must be completed, signed by the agency Field Educator, and submitted to the Director of Field **no later than one day prior** to the requested absent day (fax # is 592-1621). This format does not apply to acute illness or emergencies. Prior to the absence, students must discuss the cases, possible client contact, potential needs, etc. with their Field Educator or persons covering for them. Where appropriate and feasible, students should inform clients of their time away and also identify the alternate contact person.