Field Education Manual - MSW Advanced Practice

2014-2015

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Field Education - Advanced Practice

Goals and Objectives

Field Education is the "Signature Pedagogy" within the academic program. The mission and goals of the School of Social Work (Baylor SSW) are operationalized within Field Education. Field internship learning contracts and evaluation tools are centered around educational competencies with students, Field faculty and classroom faculty collaboration on the development of practice behaviors and tasks in the agency that address each competency. Mission and Objectives of Field Education are found in the *Catalog of the School of Social Work*.

Organization and Structure of the Field Internship

Administration of the Advanced Practice Field Internship

The Advanced Practice Field internship is delivered through the collaboration of several components: the Field Education Office, including the Director of Field Education-Advanced Practice; the Field Education Advisory Council; the Field Instructors and Task Supervisors; the Field Liaisons and seminar instructors; and the student interns.

Advanced Field Education is administered by the Field Education Office including the Director of Field Education-Advanced Practice and the Field Education staff. The Director of Field Education-Advanced Practice has primary administrative responsibility for graduate Field Education in the concentration-year and represents the concentration or advanced practice Field Education component, upon request, on the School's Administrative Committee, as well as with university and community constituents.

Social work faculty members teach the Field internship integrative seminars and serve as Field Liaisons for the internships. Numerous agencies and their staff serve as Field placement sites and Field Instructors and Task Supervisors, thus providing the invaluable supportive core of the Field Education curriculum.

Field Education Advisory Council

The Field Education Advisory Council is composed of the Baylor SSW's Directors of Field Education, social work faculty members, at least, three Field Instructors, and student members. The committee is alternately chaired by the Director of Field Education-Advanced Practice and the Director of Field Education-Generalist Practice. Policies and procedures are in the *Catalog of the School of Social Work*. Members of the Field Education Advisory Council sign an agreement to serve one year and to attend regularly. Three or more absences result in replacement on the committee. The Baylor SSW Associate Deans will serve as ex-officio members.

The Field Education Advisory Council provides an advisory function in these areas:

1. Field policies and procedures.

2. Planning of special programs and services for Field Instructors, Task Supervisors and students.

3. Recommendation of Field Intern of the Year, Field Instructor of the Year, the Agency Administrator of the Year, and other awards as approved, related to the Field Education experience.

4. Counsel related to curriculum, when requested.

Results of the Field Education Advisory Council meetings will be reported on a monthly basis to the faculty at faculty meetings.

Responsibilities of the Director of Field Education-Advanced Practice

The responsibilities of the Director of Field Education-Advanced Practice are carried out under the direction of the Associate Dean of Graduate Studies and when appropriate, coordination with the Director of Field Education-Generalist Practice. The primary responsibilities of the Director of Field Education-Advanced Practice are:

1. Develop new Field placement sites that enhance the educational experiences available to students, including ensuring that there are adequate placement sites in the concentration areas.

2. Process, review, and assess applications of new agencies for possible affiliation with the Baylor School of Social Work.

3. Review and assess currently affiliated agencies, including assistance in monitoring completion of new affiliation agreements.

4. Process, review, and assess applications of new Field Instructors and Task Supervisors to include presenting documentation of qualifications and recommendations for approval of new Field Instructors and Task Supervisors to the faculty.

5. Develop and maintain resources by which students may become familiar with available agencies, Field Instructors, and client populations.

6. Develop and implement the student Field internship registration process, including consultation with the Associate Dean of Graduate Studies and practice faculty about a student's academic readiness for the Field internship, and internship needs.

7. Review graduate student applications for admission to advanced internship. Eligibility for advanced Internship will be certified by the Associate Dean of Graduate Studies.

8. Plan and implement the process for notification of acceptance into advanced internship and confirmation of Field placement.

9. Assign students to agencies and Field to Instructors.

10. Design, review, and revise supplemental materials related to Field Education including the *Field Education Manual* and Field forms.

11. In collaboration with the Director of Field Education-Generalist Practice, organize and conduct Field internship orientation meetings and continuing education opportunities for students, Field Instructors, and faculty.

12. Provide consultation to the Associate Dean of Graduate Studies regarding faculty Field Liaisons for advanced practice interns. (Generally, the Liaison will be the seminar faculty.)

13. Consult with Liaisons regarding individual student problems and/or requests for change of placement.

14. Consult individually with students and/or Field Liaisons when requested to give direction or support in completing Field internship requirements.

15. Design and implement an ongoing evaluation program for Field internship to ensure that learning objectives, competencies, and practice behaviors are met.

16. Serve as a faculty liaison for assigned Field students.

17. Teach at least one Advanced Practice Field seminar as needed each year.

18. Assist Associate Dean of Graduate Studies with any curricular issues impacted by or impacting Field Education.

19. Supervise the Field Education staff on a bi-annual rotating basis.

Responsibilities of the Field Liaison

Field Liaisons are social work program faculty members. The faculty Field Liaison functions as a part of the educational team working together with the Field Instructor and the student toward the realization of the student's educational goals. The Liaison provides the primary linkage between the school program and the Field agency. The Liaison contributes to the development of the student's learning contract, focuses on monitoring the student's educational progress and performance, consistently maintains a working relationship between the student, school, and the Field agency and is responsible for the final Field grade.

Responsibilities of the faculty Field Liaison include:

1. Teach, at least, one advanced practice integrative seminar.

2. Assisting the Field Instructor and intern in developing the learning contract, augmenting core competencies developed in the foundation-year with knowledge and practice behaviors specific to a concentration.

3. Regular contact with the Field Instructor and/or intern. This may include telephone contact, scheduled and as needed visits in the agency, and e-mail.

4. Serving as a resource person to intern and Field Instructor on classroom content, and integrating classroom and Field knowledge, practice, and skills.

5. Consulting with the Director of Field Education-Advanced Practice in relation to initiating, continuing, or terminating the Field placement site.

6. Discussing with student and Field Instructor the student's level of performance toward meeting educational competencies and assisting with modifying the Learning Contract when needed.

7. Give guidance in the area of the intern's concentration and the intern's research and Capstone Seminar presentation.

8. Observing students in interaction with clients in the agency when indicated as part of the Field instruction and supervision process, with permission and scheduling assistance of the agency, with observation only/no direct service delivery.

9. Serving on the Field Curriculum Team, when possible.

10. Making the final decision on the grade in the Field portion of the course.

11. Securing and providing to the Field Education Office all Final Field Evaluations (prior to turning in grades).

12. Completing and providing to the Field Education Office liaison forms and mileage forms prior to the end of the semester.

The Field Liaison has grade authority and final responsibility for the student's grade for Advanced Internship III. The grade is based on the assessment of the student's competence in the Field and the student's performance in the integrative seminar. The Field grade is 70% of the total course grade. The remaining 30% is the grade from the integrative seminar and is determined by the seminar faculty/Field Liaison. In instances where the student's performance in the Field is deemed less than competent by the Field Instructor, the Field Liaison shall be informed and shall consult with the Field Instructor, and student regarding strategies to increase the student's competence and provide the student with optimal opportunity to achieve competence. The Field Liaison has final grade authority and responsibility for assigning the grade for Advanced Internship III.

Field Liaison Procedure

The assignment of a faculty member to the Field Liaison role is made by the Associate Dean of Graduate Studies in conjunction with the Director of Field Education-Advanced Practice at the beginning of each semester. The Field Instructor and students are notified of the assigned Liaison. The assigned Liaison is notified of all agencies and students for whom he/she is

responsible. The faculty for the integrative seminar will also be the Field Liaison for the students in the seminar.

Faculty for the advanced internship integrative seminars will have particular expertise in the concentration area and consequently will be able to guide the graduate intern's education experience in the concentration placement. The same Liaison will work with the student intern in the fall and the spring semester.

Each student is responsible for submitting to the Field Liaison the "completed" learning contract. "Completed" means that all competencies with specific practice behaviors are addressed, and required signatures are presented. The Learning Contract is understood to be a fluid document with opportunity for modification throughout the internship. For Advanced Internship III, Liaisons may *elect* to make a Liaison visit in the fall semester to finalize the initial learning contract. Advanced Field Internship III (spring semester) will include regular contact with the Field Instructor and the intern and, in most cases, a minimum of one Liaison visit with the intern and Field Instructor will be made to ensure progress on the learning contract competencies and practice behaviors. Liaison visits will include discussion of the learning contract, the students' responsibilities in the agency, specific theoretical frameworks used in the agency, assessment and evaluation of the student's progress and skills and Field policies or procedures about which the Field Instructor and/or intern have questions.

The Field Liaison structures these visits in advance with the respective Field Instructor (and agency Task Supervisor) and determines the most effective way to work together. The agency is notified of the date and the anticipated length of the visit. Liaison visits take place in the agency unless there is a compelling reason to meet elsewhere.

Responsibilities of the Field Instructor

Field Instructors represent the heart of the Field Internship as they, in their dual role as practitioners and teachers, enable students to bridge the gap between theoretical concepts and practice realities. Field Instructors are generally social workers on staff in the social service agencies in which interns are placed. In some cases Field Instructors are social workers who are are employed elsewhere and volunteer to provide Field instruction on behalf of the agency to the Field internship student. The Field Instructor embodies the professional mentor role for the intern. In close relationship with the student, it is the Field Instructor who leads the student to a personal understanding of the responsibilities and rewards of professional social work practice. Toward this end, Field Instructors assume the following responsibilities:

Administrative:

1. Orient the student to purpose, policies and procedures of the agency and expectations for student performance.

2. Secure meaningful social work practice experiences for the student(s). This includes assigning tasks to meet the student's educational needs while considering the student's skills and preparedness to carry out the agency function.

3. For the Field Instructor employed by the field agency, secure accommodation of the student role within the agency and access for the student to agency information and services that may be needed for the student's educational requirements and work with clients.

4. Participate in Field orientations, seminars, continuing education offerings, and/or other support systems available for the faculty.

5. Participate in periodic meetings with the faculty Liaison to evaluate student progress and the effectiveness of the educational experience. This includes keeping the faculty Liaison informed in a timely manner about the student's progress and any problem areas.

6. Provide feedback to the social work program regarding the future use of the placement.

Educational:

7. Become familiar with the basic curriculum content of the social work program and, more particularly, content of Field expectations. Curricular materials will be posted on the Field Blackboard site.

8. Help the student develop a plan for his/her education in Field to integrate what is learned in the classroom with what is experienced in Field. This includes operationalizing the CSWE and the program competencies and practice behaviors, with responsibilities and tasks in the agency.

9. Make available to the student cases and learning experiences that will address the student's particular learning need and abilities.

10. Provide weekly supervision to the intern. Individualized supervision of internships should involve no less than 1 - 1 1/2 hours per week. Establish a regular, "standing appointment" time to meet with the intern each week. In those cases where several interns are placed at the same agency, group supervision may be provided with the understanding that at least 30 minutes a week of individual supervision is provided and that group supervision will be a minimum of an hour a week. The supervisory agenda format provided may be used to guide the supervisory sessions. Students are expected to prepare an agenda for each supervisory session.

11. Review student's documentation, process recordings, and/or audio or video tapes of work and provide written and verbal feedback to the intern concerning the content of their recordings/work, including patterns in communication, use of knowledge and skills, values, application of relevant theory and professional and personal presentation. This review should occur on at least a weekly basis.

12. Become familiar with the theoretical approaches to social work practice taught in the program and support the student's skill development in line with these approaches. Of particular importance are the three interrelated concepts that inform the development of the

School of Social Work curriculum: integration of faith and practice, the strengths perspective, and community building.

13. Review the student's log/journal/supervisory agenda with particular attention to the number of hours the student is in Field placement and hold the student accountable for completing the required hours. Note: review with the student the Field policies regarding missed hours.

14. Using evaluation forms provided by the School, evaluate the student's performance and discuss the evaluation with the student at mid-term and at the completion of the Field internship.

Responsibilities of the Task Supervisor

Occasionally agencies which can provide a valuable social work experience for interns do not, at a given time, employ a social worker who meets the criteria to serve as a Field Instructor. In this situation, the agency provides an employee to serve as Task Supervisor to provide on-site supervision, and the social work educational supervision is provided either by an agency volunteer or an off-site community-based social worker who meets the criteria to serve as Field Instructor.

The responsibilities of the agency-based Task Supervisor include:

1. In consultation with the Field Instructor, secure and document meaningful social work experiences for the intern(s) in placement. Secure accommodation of the student role within the agency and access for the student to agency information and services that may be needed for the student's educational requirements and work with clients.

2. Assign clients, workload, and other tasks to the interns.

3. Serve as the on-site supervisor to the interns:
   a. Answer immediate questions the interns have concerning their work
   b. Supervise interns in case management; and in workload management

4. Orient interns to the agency including to the policies and procedures in the agency, with specific attention to safety in the agency.

5. Review and verify the number of hours the intern participates in the Field placement. Concentration students must complete a minimum of 550 hours in the agency which includes 60-100 hours in the fall for orientation and training.

6. Monitor and document students' organizational performance at the agency, including dependability, attitude, work with clients, participation in meetings, and documentation.

7. Provide formal and informal feedback to the Field Instructor concerning student's performance and progress.

8. Meet with the intern and the Field Instructor, together, a minimum of two times per semester concerning the student's progress. These meetings may be with the Field Liaison as well.

9. Contact the Field Instructor in the event of any significant changes, difficulties, or concerns.

10. Participate in Field orientation, continuing education and in-service opportunities provided by the Field Education office as do Field Instructors.

Educational issues as well as administrative issues encountered in the supervision of students must be identified and referred to the Field Instructor and Field Liaison as soon as possible.

Responsibilities of the Field Student Intern

One of the opportunities and responsibilities for students in Field internship is to share the learning experience with Field Instructors. This will happen by identifying learning possibilities in the placement, identifying their own professional needs, as well as using the supervisory time to learn what they need to know, share ideas, and evaluate their own practice skills, knowledge, and values.

Although Field placements vary greatly, all Field placements offer practice opportunities in a number of the following ways: working with individuals, families, groups, organizations including faith based organizations, congregations, neighborhoods, and communities; participating in direct practice, in program development and/or implementation, in program and practice evaluation, and in assessing and even formulating social policy. To identify learning possibilities within the placement, the student should consider each of these areas within the agency for potential Field learning. All students in all Field placements should have the opportunity for social work practice for which they are personally responsible within one or more of these areas specific to the student’s concentration. Whatever the placement situation, the student should always be thinking, "What is best practice for helping the client?" and "How can I improve my knowledge and skills?"

The Director of Field Education-Advanced Practice, seminar faculty, Field Instructor, and the other students in Field internship seminar are available to support and assist students in taking responsibility for their own professional development. Additional Field intern responsibilities in Field Education include:

1. Attending the Field Orientation.

2. Reading, knowing, and following the policies outlined in Field information and policies in the *School of Social Work Catalog* and in the *Field Education Manual – MSW Advanced Practice.*

3. Completing the "Field Application/Registration", supplying all other required application materials, completing successfully any screening and/or criminal background checks

required by the agency and conveying to the Director of Field Education-Advanced Practice all information pertinent to the selection of a Field placement in the semester prior to Field internship. Understanding that once placement decisions are made and Field assignment paperwork is completed, assignments are final and will not be changed except based on the published criteria for "Change of Field Placement."

4. Spending at least the required hours per week and per semester in the assigned agency (as designated in the Internship Seminar syllabus). The Field office will provide information regarding the official start date. Concentration advanced internship in the spring generally begins the week before the first day of class. Advanced internship requires a *minimum* of 550 hours in the Field placement (60-100 hours in fall semester; 450-490 hours in spring semester). Students wanting to begin placement or internship hours before the beginning of the course must have approval of the Director of Field Education-Advanced Practice, seminar faculty and Field Instructor. If approved, the learning contract must reflect the start date, practice behaviors and tasks required during the early start and for the semester.

   Students wanting to begin internship orientation and training (SWO 5190) or Advanced Internship III (concurrent - SWO 5390/5490 or block - SWO 5790) after the official start date must obtain approval from the Director of Field Education-Advanced Practice and their Seminar Faculty/Field Liaison prior to the fall semester for SWO 5190 and SWO 5390; and prior to the spring semester for SWO 5490 and SWO 5790. Failure to receive approval for a late start in SWO 5190, SWO 5390, SWO 5490 and SWO 5790 will affect the grade in the respective course.

5. Functioning as a professional and a graduate student, in the placement setting. Students are responsible for reading and abiding by the agency Personnel Manual and any related policies including safety policies.

6. Abiding by the NASW Code of Ethics and the applicable State Board of Social Work Examiners Code of Ethics and Standards of Practice. Failure to abide by the professional codes of ethics will be grounds for dismissal from Field placement, result in a failing grade, and may warrant further school disciplinary action. Interns in concentration placements in other states or countries as part of the internship are responsible for abiding by the NASW Code of Ethics and any applicable codes in the state or country in which they are practicing and should obtain a copy of those codes from the Field Instructor.

7. Being prompt for work at the agency and adhering to the mutually arranged schedule. It is the responsibility of the student to notify the Field Instructor if unable to report for Field work. Students are responsible for making arrangements for clients to be seen or rescheduled. Unavoidable absences can be made up within a reasonable limit. (Refer to the Sick Leave Policy in this manual). Irresponsibility with regard to fulfilling attendance expectations will be grounds for termination from Field with a failing grade.

8. Using initiative and creativity in their activities in Field work.

9. Sharing Field experiences and activities in seminar and classroom discussions, in formal presentations, and in recruiting and/or educational NASW presentations.

10. Entering Field experience with a positive and receptive attitude.

11. Completing all seminar and Field internship assignments by designated deadlines, including any required journals and process recordings.

12. Completing documentation required by the agency according to the agency's personnel policies and HIPAA standards. Failure to complete agency-required paperwork within agency guidelines may be grounds for termination from the agency and result in a failing grade.
13. Arranging a conference with the faculty Field Liaison and/or Director of Field Education-Advanced Practice pertaining to problems or other matters of concern to the student regarding the Field placement.

14. Completing an evaluation of the Field experience at the conclusion of the internship. This evaluation form is supplied as part of the termination process in each seminar.

15. Completing an evaluation (exit survey) of the social work program at the conclusion of the final Advanced Internship III. This evaluation form is supplied as part of the termination process through the evaluation and accreditation committee.

Agency Documentation Requirements for Interns

Interns are required to complete and submit all agency documentation as instructed and within the timeframes specified by the agency's policies and the Field Instructor's directions. Agency documentation requirements are completed during Field internship hours. Agency documentation requirements are paperwork in addition to the seminar requirements, process recordings and other assignments required for the internship and completed outside of internship hours. Agency orientation and training should cover documentation requirements. Agencies may require that Field Instructors or supervisors review and/or co-sign interns' documentation. It is the interns' responsibility to follow the requirements for agency documentation and not to write anything in a client's file without learning the proper agency procedure. Agency files are the agency's property and should never be removed from the agency. Adhere to HIPAA standards regarding documentation.

Selection of Field Sites and Instructors for Field Placements

Criteria for Selection of Field Agencies/Sites

Field sites are approved by the Director of Field Education-Advanced Practice and Director of Field Education-Generalist Practice with oversight approval of the faculty. In order for agencies (Field sites) to be approved by the School of Social Work for the purpose of providing Field instruction, they must meet minimum criteria. The agency shall:

1. Be compatible with the philosophy, values, and ethics of the social work profession.

2. Be familiar with and supportive of the mission of the School of Social Work.

3. Affirm in purpose and function the mission, methods, and curriculum of the program.

4. Be clear about their programs and methods.

5. Support the professional role of the intern by engaging the intern in responsibilities and tasks of a masters-level professional under the supervision of an experienced practitioner and by valuing the work of the supervisor.

6. Offer social work interns a wide range of learning opportunities. Students' assignments will include opportunities to work with one or more of the following: individuals, families, groups, organizations including faith-based organizations, congregations, neighborhoods, and communities. Internship experiences should include the entire problem-solving process. Cases are selected by the Field Instructor and represent diversity within the client population. All interns are expected to have experience working with oppressed, disadvantaged, and marginalized populations. All interns will have opportunity to choose to work with faith-based organizations and/or congregations as a context of practice in one of their Field placements.

7. Include interns in opportunities for understanding and, when possible, contributing to organizational activity including policy development, budgetary processes, public speaking and other administrative activities. Additionally, agencies shall make provision for interns to, under supervision carry out macro assignments in administration, planning, research, public relations, policy formation, budgeting or grant writing as part of the placement and as framed by the parameters of the intern's concentration.

8. Have respect for professional social work education and demonstrate support for the objectives and the educational focus of the program and of Field Education.

9. Provide release time for Field Instructors to attend Field-related meetings and to carry out Field instruction.

10. Make provision for interns to engage in indirect service opportunities in the agency, such as staff meetings, team meetings, and in service training.

11. Make available desk space, telephones, supplies, and other resources necessary for the intern to carry out assigned agency responsibilities.

12. Agree to the execution of a written agreement between the University and the agency. This contact is facilitated by the legal department of the University.

Agency Affiliation Process and Agreement

The process of agency affiliation with the Baylor University School of Social Work for the purpose of Field instruction usually involves:

1. The agency expressing its interest in affiliation through writing or by telephone contact with the Director of Field Education-Advanced Practice and/or the Director of Field Education-Generalist Practice.
   OR
   The Director of Field Education-Advanced Practice and/or Director of Field Education-Generalist Practice contacts an appropriate agency representative, inquiring about their interest in becoming a Field internship site.

2. The Director of Field Education-Advanced Practice and/or Director of Field Education-Generalist Practice meets with an appropriate agency representative to discuss Field internship requirements and to assess further the agency and designated Field Instructor's qualifications and compliance with program criteria.

3. Upon approval of the agency as a Field internship site, an Affiliation Agreement is signed by duly authorized representatives of both the agency and the University. The Director of Field Education-Advanced Practice or the Director of Field Education-Generalist Practice may assist in monitoring the completion of this agreement.

4. The Affiliation Agreement is considered in effect until revoked by the University or the agency.

Out-of-Area Field Placements

The following information is the Out-of-Area Field Placements Policy.

Area placements shall be those within Waco, McLennan County and within a 90 mile radius (driving distance for seminar) of Baylor University. Most students will be placed in Field placement sites within Waco and McLennan County. The Field Education office has developed a number of placements in Bell County including Temple and Killeen; and in other surrounding counties.. Students in these areas will be expected to drive in to attend integrative Field seminars unless special approval is given by the Field Education office to use distance technology. If students are interested in out-of-area in area placements that are not on the approved list of Field placements, the student should ascertain that the site and supervisor meet the Baylor SSW criteria and then talk with the Director of Field Education-Advanced Practice about developing that site.

To be considered for placements outside of Waco and McLennan County, students must meet the following criteria:

* Proficient or Excellent practice skills as evidenced by a grade of A in practice courses
* Demonstrated dependability and reliability
* Superior attendance record
* Timeliness of assignments

Additionally, to be considered for an out-of-area Field placement, the student must:

1. Discuss with the Director of Field Education-Advanced Practice the possibility of an out-of-area Field placement before or during the Field application process. Information provided at that time should include the geographic location preferred, the reasons for the out-of-area placement request, the student's plans or proposal for attendance at the integrative seminar, and any preferred agency assignments in that location. Placements will be contingent on the availability of approved agencies/sites, on-site supervision, Field Liaison visitation, and the continued requirement of the integrative seminar. The student must ascertain that the site and supervisor meet the Baylor SSW criteria and then talk with the Director of Field Education-Advanced Practice about developing that specific site. This must occur no later than April 1 in the spring semester prior to the beginning of SWO 5190 – Introduction to Advanced Internship III in the fall semester.

2. The student must be willing to maintain contact for additional supervision with the Field Liaison. There may be an additional student fee associated with the use of out-of-area Field placements, particularly related to the increased expenses incurred with Field Liaison visits that cannot be accomplished virtually through videoconferencing or other online platforms.

Funded Internships

Compensated or subsidized internships will be the exception rather than the rule. Advanced Practice Field internships are either subsidized or unsubsidized. Subsidized internships will be treated like uncompensated internships in relation to Field requirements. Advanced Practice placement subsidies may initially be negotiated by the School of Social Work with follow-up by the student. in cases where the funding is through a grant in the School of Social Work, or an agency stipend.

The Field Education office is committed to securing compensated internships when possible. However, the Field Education office is committed first to the educational integrity of the internship and does *not* guarantee any student the possibility of a compensated Field internship. Some internship stipends will be provided through the agency directly to the student while others are provided through the agency to Baylor and then to the student. Others may be provided through grants in the School of Social Work. Students with special needs or interest in compensated internships should discuss these needs with the Director of Field Education-Advanced Practice. All students will have equal opportunity to apply for subsidized internships. When more than one student is interested in a compensated internship, the students will interview with the subsidy provider who will have significant input in making the final decision about the placement.

<u>Field Placement in Employment Setting</u>

In order to ensure an educationally directed Field experience, School policy requires that a student complete Field instruction in an agency or organization in which he or she is not employed. In special circumstances, the School may consider an exception to the policy contingent upon the agency or organization meeting the Council on Social Work Education (CSWE) standards. These include:

1. The student will have release time for course and Field instruction.

2 The student's assignments will differ from those associated with the student's employment.

3. The student's Field work supervision will differ from those associated with the student's employment.

4. There is no diminution of the program's established requirements in class and Field interaction.

5. The program's established requirement in Field instruction is educationally focused rather than solely centered on agency's services. (Adapted from Stephen F. Austin policies.)

The School of Social Work has established criteria for the utilization of a student's work setting as Field instruction placement. These are:

1. The organization must be one in which social work practice is supported and is clearly distinguishable from the practice of other disciplines.

2 The organization must provide social work students with a qualitatively different experience from that provided by regular employment.

3. The student must answer to a different supervisor than the work supervisor.

4. The Field placement must have a clearly identifiable education focus guided by the learning contract and unencumbered by workload of regular employment.

5. The agency must support the student's obligations for academic coursework and assignments related to the integrative seminar and research project.

6. The agency must meet all requirements of any agency site for Field placements including affiliation with the Baylor SSW.

7. The employment work hours and internship hours must be clearly articulated ensuring release time for course and Field instruction. Compensation for a new internship assignment will be considered.

8. Under no circumstances will a student do more than one Field placement at the place of employment.

9. The student, employer, Field Instructor and Director of Field Education-Advanced Practice must sign the Contract for Placement in Place of Employment.

Criteria for Selection of Field Personnel

Selection of Field Instructors

Each potential Field Instructor's Information Sheet and resume are reviewed by the Field Education office. A phone interview or on-site interview may be required by the Director of Field Education-Advanced Practice. Recommendations regarding Field Instructors are presented to and voted on by the faculty of the School of Social Work. Approved Field Instructors are considered Field faculty. Field Instructors should have professional competence, concern and responsibility for social work as a profession, and commitment to the education of the next generation of social workers. In order to be approved by the Field Education office as a Field Instructor, the individual must meet the criteria below:

1. Possess the Masters of Social Work degree from an accredited school of social work. Two years of professional practice experience are required.

2. Agree to adhere to the responsibilities of a Field Instructor as outlined previously in this manual.

3. Support the mission of Baylor University and guide their behavior and interactions with students according to the NASW Code of Ethics, the State of Texas Board of Social Worker Examiners Code of Ethics and the Baylor University faculty code of conduct

4. Support the mission of the Baylor University School of Social Work.

5. Practice congruent with the values and ethics of the profession.

6. Be in good standing as a social worker in the state in which he/she practices.
7. NASW membership and involvement is strongly encouraged.

Selection of Task Supervisors

In the unusual event that a Field agency site does not have or contract with social worker who meets the criteria for Field Instructor, it is the agency/Field site's responsibility to appoint an employee to the role of Task Supervisor. It is preferable that this individual has some understanding of the social work profession.

Field Instructor and Task Supervisor Affiliation Process

For new agencies, the Field Instructor and Task Supervisor selection process is part of the initial agency affiliation process. Field Instructor Information Sheet or Task Supervisor Information Sheet and vita are reviewed together with the agency request. For affiliated agencies wishing to utilize new staff as Field Instructors and Task Supervisors, the pattern of review below is usually followed:

1. The agency informs the Director of Field Education-Advanced Practice or the Director of Field Education-Generalist Practice of new staff who would like to become Field Instructors or Task Supervisors.

2. The Field Education office sends each individual an email/letter and a Field Instructor Information Sheet or Task Supervisor Information Sheet. The potential Field Instructor or Task Supervisor completes the proper form and submits it with an up-to-date vita/resume.

3. Upon favorable review of the information, the Director of Field Education-Advanced Practice and/or the Director of Field Education-Generalist Practice interviews the potential instructor, discussing the responsibilities and benefits of Field instruction, reviewing the *Field Education Manual* and the evaluation tools. Discussion will also include the work of the agency and the role of interns in the agency.

4. The Directors of Field Education submit the recommendation for approval of a Field Instructor or Task Supervisor to the Field Education Office Program Manager. The Program Manager summarizes data on each Field Instructor and Task Supervisor candidate and, on behalf of the Field Directors, forwards that information to the faculty for approval. The Program Manager makes the registration documents for each candidate available to all faculty for review. The Program Manager will make available the vita and data submitted to all faculty for review. Following review, the Directors of Field Education (through the Field Program Manager) will make a recommendation via email to the faculty for approval of the Field Instructor or Task Supervisor. A majority faculty vote is required to approve all Field faculty. In the event a Field Instructor or Task Supervisor needs approval before the faculty can approve the applicant, the Directors of Field Education are empowered to give temporary approval.

5. The Field Instructor or Task Supervisor attends the next Field orientation and training meeting. Additional in-service and training materials are made available to the new Field Instructor or Task Supervisor including Field books and video tape series. Several experienced Field Instructors are available to "mentor" a new Field Instructor who is interested in being partnered with someone who has been a Field Instructor for three or more years.

6. Field Instructors and Task Supervisors will be re-considered each school year for availability for appointment.

Assignments of interns will be made to those Field Instructors who are approved for appointment. Additionally, Field Instructors available for appointment may be asked to assist with baccalaureate or graduate Capstone presentations, mentoring new Field Instructors, hosting a Field event and/or serving on the Field Education Advisory Council.

Support and Benefits for Field Instructors and Task Supervisors*

The agency-based Field Instructors are members of the Baylor Social Work Field faculty. Their contributions to the education of the program's social work students are substantial. Since they work in partnership with classroom faculty, it is important that they have the resources of the

University available to them. Agency-based Task Supervisors are also a critical part of the educational team for students in Field placements without an on-site supervisor. The resources available to Field Instructors are available to Task Supervisors as well. All Field supervisors support the mission of Baylor University and guide their behavior and interactions with students according to the Baylor University faculty code of conduct.

All Field supervisors including Field Instructors and Task Supervisors are issued Baylor Auxiliary Personnel Identification Cards. These cards entitle Field Instructors and Task Supervisors to the following:

1. Identification as Baylor University Auxiliary Personnel, including a Bear ID.

2. Annual Field orientation and in-service workshops for all Field supervisors including Field Instructors and Task Supervisors related to social work and student/educational issues.

3. Half-price early registration discount on all School of Social Work sponsored workshops. Continuing education hours are free (will not be included in registration fee for Field faculty).

4. Free continuing education hours at Baylor School of Social Work events

5 Individual Field consultation from faculty assigned as Liaisons to the agency.

6. Use of Field Education instructional materials, including books, journals, and video tapes.

7. Use of Baylor University library facilities, including check out privileges.

8. Use of Baylor University recreational facilities. (Exception: The Student Life Center.)

9. Discount at the University Bookstore (10%).

10. Discount to educational, cultural and sports activities as specified by the University (season ticket discount for football; free admission to some of the other sports).

11. Entrance and discount to the McMullen-Connally Faculty Center.

12. Check cashing privileges.

13. Each semester of supervision recognized for 5 CE hours to meet continuing education requirements for social work licensure by the State of Texas. (Continuing education hours are available to Task Supervisors in other disciplines as approved by their discipline.) The School of Social Work does not provide the actual CE hours, but will provide a certificate of recognition that the hours were earned.

14. Periodic informal discussion sessions to share ideas and support with other Field Instructors and Task Supervisors.

15. Subscription to the School of Social Work quarterly newsletter.

16. Access to audit graduate program elective courses as space is available.

**Denotes benefits available during the semesters when an intern is placed with the Field Instructor or Task Supervisor or the Field Instructor or Task Supervisor is otherwise actively providing service to the School*

Field Instructor and Task Supervisor of the Year

The School may recognize the contributions of Field supervisors during the annual Field Educators Luncheon and through the awarding of an award for the outstanding Field Instructor and outstanding Task Supervisor in a particular year. Nomination forms are provided on the Field Blackboard site and through email. Nominations may be made by any student, faculty member, or agency representative. The Field Education Advisory Council will consider nominations and make recommendations to the faculty in the spring semester.

Criteria considered include:

1. Excellence in supervision of student(s)

2. Years of service

3. Numbers of students supervised

4. Contribution to the programs and activities of the School

5. Support of the mission and objectives of the School

6. Excellence in practice

The Field supervisor's agency will be notified of the award so representatives may be present when the award is presented.

Field Administrator of the Year

The School may recognize the contributions of Field agency administrators through the awarding of an award for the outstanding agency administrator in a particular year. Nomination forms are provided on the Field Blackboard site and through email. Nominations may be made by any student, faculty member, or agency representative. The Field Education Advisory Council will consider nominations and make recommendations to the faculty in the spring semester.

Criteria for this award include excellence in support for social work Field Education through:

1. Annual provision of Field placements

2. Release time for staff to supervise, instruct and mentor students

3. Flexible and creative planning to ensure student learning

4. Participation on School committees and/or boards

5. Participation in School of Social Work operations, events and activities.

Other awards may be recognized in addition to these, as agreed upon by the faculty and Field Education office.

Relationship between the Degree Plan and Field Internship

Field internship is the application of the knowledge and skills the student obtained in the classroom. Advanced practice internships are in the student's area of concentration and are a devoted educational work experience. Prerequisites for the advanced internship include all foundation year coursework including Foundation Internship I & II or successful completion of the Advanced Standing Seminar. Part-time students must complete, at least, the Introduction to the Advanced Internship and the concentration practice and human behavior theory coursework, and research seminar prior to entering Advanced Internship III.

The advanced internship, this year, is offered concurrently within a pilot study of the delivery of the Children and Families concentration (one section) and the Community Practice concentration. Advanced internship, also, is offered in the traditional modified block format in the Physical and Mental Health concentration, and in one section of the Children and Families concentration. Total required advanced internship hours (concurrent or block): 550.

Students enrolled in the modified block internship complete concentration courses, Administration Practice (5323), Research Seminar (5182) and SWO 5190 - Introduction to Advanced Internship III (60-100 hours) in the fall, prior to enrolling in Advanced Internship III (5790) in the spring. Students in SWO 5790 Advanced Internship III are in internship 32-35 hours per week (450-490 hours across the spring semester) in the spring. Students, also, complete the Research Project (5383) in the spring.

Students registered in concurrent internships enroll in SWO 5190- Introduction to Advanced Internship III and SWO 5390 Advanced Internship III – Part 1 in the fall concurrently with concentration coursework; Administration (5323) and Research Seminar (5182). Total fall semester concurrent internship hours: 208 hours. In the spring, students in concurrent placements enroll in SWO 5490 Advanced Internship III – Part 2, and are in internship 24-25 hours per week (total spring semester concurrent hours: 342). These students are concurrently enrolled in concentration coursework, Research Project (5383), and in Administration Practice (5323), if they did not enroll in Administration Practice in the fall.

Students must earn a minimum grade of "B" in Advanced Internship III, Part 1 (5390) to enroll in Advanced Internship III, Part 2 (5490). A minimum grade of "B" is required to successfully complete Advanced Internship III, Part 2 (5490), and required to complete Advanced Internship III (5790).

Following successful completion of Advanced Internship III (5490 or 5790), and all concentration year courses including the research project, students return to campus for the MSW degree culminating course - the two-week Capstone Seminar (5398).

All students are expected to complete internship hours across the course of each semester of internship. Students will not complete internship more than one week prior to the official end of the internship. Students may, with approval of the seminar faculty, Field Instructor, and Director of Field Education-Advanced Practice, begin an internship early. Start and end dates must be reflected on the learning contract and a Liaison or Field office representative must be available for consultation during an early start of internship.

Field Instructors and Field Liaisons for the advanced internship have expertise in the area of concentration and are able to facilitate the student's learning and research in the concentration.

Field Orientation

Completion of orientation to Field is required prior to entering Field.

Prior to beginning Field internship, all students must attend a 3-4 hour Field internship orientation. This orientation includes presentation of Field policies, discussion of Field requirements and evaluation, grading procedures, a description of the Field faculty/liaison system, and other relevant Field information. Failure to attend this orientation will prohibit entry into Field internship and will therefore delay a student's course of study. The date, time and place of the Field orientation are emailed to students via the student's Baylor email account.

Two- Year Program, M.Div/M.S.W & M.Th./M.S.W. Program

For students admitted to the Two-Year Program and students admitted to the M.Div/M.S.W. and M.Th./M.S.W. Dual Degree Programs, orientation to Field internship takes place at the beginning of the spring semester one year prior to the Advanced Internship. The date of orientation will be posted on the Field Education Blackboard site and on the Field Education Calendar, and will be emailed to all students.

Advanced Standing Program

For students admitted to the Advanced Standing Program, orientation to Field internship takes place in July concurrent with the M.S.W Program Orientation for new students.

The Application Process for Field Internship

Concentration/Advanced Internship

Graduate students in good standing in the School of Social Work are considered eligible for Field internship when they have satisfactorily completed the prerequisite course work. Satisfactory completion includes a minimum grade of "B" in required practice course(s). Advanced Standing students are given Field application materials via email once they have returned their letter of intent to come to Baylor School of Social Work. In addition to two copies of the completed application, resume, and Disclosure Policy and Information Sharing Form, each student is required to submit the Transcript Permission Form, Student Code of Conduct, and

Internship Readiness Form. Deadlines for submission of registrations for all Field materials are final. Failure to submit materials by the posted deadline date results in not being eligible for placement in that specific semester. Deadlines for Field applications are given in writing in the email and are posted on Blackboard.

Current Foundation students entering the Advanced Practice/Concentration year are asked to update their Field application materials. In addition to two copies of the Field Registration Addendum and the Disclosure Policy and Information Sharing Form, each student is required to submit the Transcript Permission Form, Internship Readiness Form, and Internship Interest/Focus Sheet.

Field Requirements and Considerations for Admission to Advanced Practice/ Concentration Internship

Advanced Practice/Concentration

1. a. Block internships:
   Requires successful completion of concentration coursework, Administration Practice (5323), Research Seminar (5182), and Introduction to Advanced Internship III (5190) in the fall semester. In spring semester, students enroll in Advanced Internship III (5790), Research Project (5383) and the Capstone Seminar (5398).

   b. Concurrent Internships (Pilot Study):
   Requires concurrent enrollment in concentration courses, and Introduction to Advanced Internship III (5190), Advanced Internship III, Part 1 (5390), Administration Practice (5323), and Research Seminar (5182) in the fall semester. In the spring semester, students enroll in concentration coursework, Advanced Internship III, Part 2 (5490), Research Project (5383) and Administration Practice (5323), if not completed in the fall semester.

2. Continuing in good standing in the master's program.

3. A minimum grade of "B" in the concentration practice course

4. A minimum grade of "B" in Introduction to Advanced Internship III

4. Completion of Field Orientation and required paperwork.

Agency Placement Considerations

Considerations by the Director of Field Education-Advanced Practice in placing students are:

1. Available placements and supervisors who have a formal contract with the University and School of Social Work to provide social work internships.

2. Students' preferences for Field placement settings. (These will be given serious consideration in Field assignments; however, the final determination is the responsibility of the Director of Field Education-Advanced Practice, based on the student's interests, strengths, and educational needs.)

3. Feedback from student's Practice instructors and other faculty who are familiar with the student's work in social work courses.

4. Previous placement. Students will not be placed in internships that repeat previous placements. Additionally, on-site Field instruction and supervision is expected.

5. When possible, concentration students will have opportunity for interviews at Field placement sites. Students will schedule and complete interviews with Field Instructors. Field Instructors and students will communicate the results of these interviews to the Director of Field Education-Advanced Practice. The final placement determination will be made by the Director of Field Education-Advanced Practice and communicated in writing to the student and the Field Instructor. Students will contact those agencies in which they interviewed but were not placed to acknowledge appreciation for the interview and to let them know they have been confirmed in another agency.

6. Concentration students may be placed in a congregational setting if the foundation or BSW internship was in a traditional social work setting.

7. See Funded Internships for information regarding internship in work settings.

Concentration Field - Advanced Internship III
In planning for the Advanced Internship III, students will register/apply for internship with the Director of Field Education-Advanced Practice. Advanced Internship III students will declare a concentration and will be placed in a practice setting in their area of concentration. (Agencies and Field Instructors identify the primary area of concentration of the placement site on their Field Agency Forms.)

Placement will begin with a one credit hour Field course designed to connect the student to the agency and to the research opportunity within the agency. This initial course, in the fall semester, will serve as an orientation to the agency and will include 60-100 hours in the placement. The advanced internship (concurrent or block) follows in the same agency. Students will follow the plan for concurrent or block internships, and will complete the required 550 hours for Advanced Internship III.

The Director of Field Education-Advanced Practice will interview each student prior to Advanced Internship III placements and will provide the student with, at least, two agency sites for interviews. Students will interview, in person at each agency to which they are referred. For distant placements, interviews using telecommunications will be acceptable. The interview process shall duplicate job interviewing and selection as much as possible. Students will approach this interview as a job interview and dress and conduct themselves professionally.

The final placement decision will be made by the Director of Field Education-Advanced Practice.

Additional Factors

Some of the special factors that may be considered in the placement of students include the following:

1. The student's concentration and/or specialization and areas of interest

2. Available transportation and distance of agency from school/home

3. Special language requirements

4. Special physical or other challenges of student and/or placement (Students will not be placed with a primary client population when the student has identified with that client population as an area for personal counseling or therapy.)

5. Particular practice learning needs of the student as determined and documented by the Practice faculty

6. Specific hours required by the agency as related to student availability

7. Students will NOT be able to serve as interns in an agency with their seminar faculty as Field Instructor or in the line of authority with the Field Instructor. This is to avoid dual relationships.

The Field Education office will make reasonable attempts to place a student in a Field placement, to include arranging for interviews with supervisors in two agencies.

Placement decisions will be final when the paperwork is mailed to the student and to the agency.

Policy/Procedure for Change of Placement

A careful selection of social service agencies and instructors for the Field internship is made by the School of Social Work. It is the position of the School that there is significant learning in working through problems in agencies and/or in supervision. When possible, the Field office will help students work through difficulties to facilitate the development of problem solving skills and to capture the learning available in the setting. There may be a rare occasion, however, when a change of Field placement is necessary, and may be considered for any of the following reasons:

Initiated by the student:

1. Change in personal circumstances (finances, transportation, health) (Not personal preference.)

2. Change in personal circumstances for the Field Instructor

3. Unethical behavior by the agency or supervisor

Initiated by the Field Instructor or Field Liaison:

4. Irreconcilable differences between student and Field Instructor (unrelated to the assessment of student's progress and/or competence)

5. Student's unwillingness to perform the job requirements of the agency

6. Unacceptable behavior by the student *(See policy for Removal of a Student from Internship)*

7. Student becoming a client of the agency

Procedure for Change:

1. The student must first discuss the desire for change of Field placement and/or Field Instructor with the Field Instructor.

2. If the issues are not resolved, the student must discuss the concerns with the faculty Field Liaison. The Liaison must review the concerns with both student and Field Instructor. The Liaison, then, makes a formal recommendation to the Director of Field Education-Advanced Practice.

3. After consultation with the faculty Field Liaison, the Director of Field Education-Advanced Practice may meet with the student and/or the Field Instructor with the Liaison and will make a decision regarding the requested change.

4. If the Field Instructor initiates the requested change, the matter must be discussed with the student and then with the faculty Field Liaison.

5. A conference with the student, Field Instructor, Field Liaison and Director of Field Education-Advanced Practice will take place. The Director of Field Education-Advanced Practice will evaluate the information shared and arrive at a decision regarding the desired change. Efforts will be directed toward working through problems in the placement. Whenever possible, efforts will be made for transitions that best meet the needs of the clients, the agency and the intern. See the Memorandum of Agreement for specific contractual agreement.

6. The Director of Field Education-Advanced Practice will notify all parties of the decision regarding a placement change and establish a plan with the appropriate parties to implement the decision.

7. The Associate Dean of Graduate Studies will be made aware of the student's request and the disposition.

If the situation is not resolved to the satisfaction of the student, the student may choose to file a grievance. Grievance Procedures of the program are to be followed. These are outlined in the *School of Social Work Catalog*.

Policy/Procedure for Unsatisfactory Progress in the Placement

When a student is not making satisfactory progress or doing satisfactory work in the agency, the Field Instructor and/or Task Supervisor should notify the faculty Field Liaison as soon as possible. Unsatisfactory work includes performance problems like repeated tardiness or absence and late assignments, as well as inadequate demonstration of professional knowledge, skills, or values or serious problems with colleagues or supervisors. The Field Liaison will schedule a conference with the Field Instructor, and subsequently with the student to discuss the problem(s) and update the learning contract to address the problem(s). This information will be communicated to the Director of Field Education-Advanced Practice, who may be included in any subsequent meetings.

The student will receive formal notification by letter regarding the specific concerns and the specific changes necessary. If the student does not meet the requirements of the updated learning contract and those in the formal notification, the student will receive a failing grade for the placement. If the student may meet the objectives with additional time and work, an "Incomplete" may be given at the discretion of the seminar faculty member with contracted, specific requirements for successful completion of the placement. This will be dependent on the willingness of the agency, the Field Instructor's ability to give the extra time required, and the student's commitment to and investment in the continued learning requirements.

Field Liaison Visits

The faculty Field Liaison assists the Field Instructor in individualizing the student intern's learning plan and contract. Additionally, the Liaison may function as a "bridge" between the academic world of the student and the professional world of the placement. The Liaison will be prepared to communicate the curriculum plan, the mission and the theoretical underpinnings of the School of Social Work and will provide to the intern and the Field Instructor information specific to concentration content and educational competencies. Liaison visits will, also, include discussion of the learning contract, the students' responsibilities in the agency, specific theoretical frameworks used in the agency, assessment and evaluation of the student's progress, practice behaviors and skills, and Field policies or procedures about which the Field Instructor and/or intern have questions.

The Liaison will maintain contact with the agency and Field Instructor. Liaisons may *elect* to make a Liaison visit in the fall semester to finalize the initial learning contract. In the spring semester, the Liaison will make, in most cases, a minimum of one Liaison visit with the intern and Field Instructor in the agency to ensure progress on the learning contract goals. In some instances, Liaison visits will be accomplished through telecommunications.

Educational Policies

Learning Contract and Mid Term Evaluation

The Learning Contract is a working document designed to give direction and structure to the internship experience. The learning contract for– Advanced Internship III, Part 1, (5390), Advanced Internship III, Part 2, (5490), and Advanced Internship III (5790) is initiated and developed, in the fall semester, in – Introduction to Advanced Internship III (5190) and modified, as needed, during the respective internship. The learning contract constitutes a

significant percentage of the integrative seminar grade. The student is responsible for submitting two copies of the learning contract to the faculty Field Liaison. The faculty Field Liaison submits one copy to the Director of Field Education-Advanced Practice and retains one copy. The student may submit the learning contract electronically to the faculty Field Liaison with copy to the Director of Field Education-Advanced Practice. Electronic copies must reflect signatures of all parties. The faculty Field Liaison utilizes the contract in his/her joint efforts with the student and Field Instructor to ensure a cohesive and progressive training experience.

The Learning Contract, Mid-Term Evaluation and the Final Evaluation forms for Advanced Internship III in all concentrations are included on Blackboard. The Learning Contract, Mid-Term and Final Evaluation Forms consist of the program's educational competencies and practice behaviors. The form provides the student with the opportunity to identify strengths and limitations and then develop a plan for specific tasks and behaviors to address areas of limitation and growth. The Learning Contract, with practice behaviors for each competency, is to be updated at least at the time of the mid-term evaluation, and as often during the semester as is necessary.

Evaluation Procedures

Evaluation of the student's performance in the Field agency by the Field Instructor is to be an ongoing process through which the student receives continued assessment of his/her performance. Feedback is given orally, in writing on documentation assignments and process recordings, and in writing on the Learning Contract, Mid-Term Evaluation Form and on the Final Evaluation Form provided by the Field Education office. Evaluation includes the following components:

1. Participation by the student in all steps of the evaluation process is essential if the evaluation is to achieve its purpose.

2. Responsibility for the Mid-Term and Final Evaluation for the student's performance in the Field is placed with the Field Instructor. However, the student has a right to express difference and have this difference recorded. The student will read the written evaluation and will sign it to indicate that he/she has read it, prior to transmittal of the evaluation to the faculty Field Liaison by the Field Instructor. Space is provided on the evaluation form for students to write their comments. Students are encouraged to write their response to the evaluation even if they fully agree (or disagree) with the instructor's comments.

3. Evaluation should determine and clarify not only the student's current performance, but progress that needs to be made within a specified period in the future. The evaluation at mid-term should not only address the current grade assessment of the student, but also the specific tasks and behaviors to be demonstrated by the end of the semester for improved grading, and more importantly, improved practice.

4. There should be no surprise in the Final Evaluation, since progress should be evaluated on an on-going basis.

5. The Field Instructor must sign the evaluation form prior to submitting it to the faculty Field Liaison, and there is also space provided for the faculty Liaison to write comments.

6. Evaluation of the Introduction to Advanced Internship will be based on satisfactory completion of the following tasks:
   a) Orientation to the agency, to the clients and to the work
   b) Any training required by the agency as part of the orientation/preparation process
   c) Completion of the initial Learning Contract for the Advanced Internship III experience

Evaluation Principles

1. Evaluation must assess not only where the student is in relation to defined competencies and practice behaviors, but must help him/her identify factors that facilitated and/or interfered with his/her performance.

   A minimum grade of "B" is required in Introduction to Advanced Internship III (5190), and required in Advanced internship III (5390, 5490, or 5790).

2. It is imperative that the Field Instructor notify the faculty Field Liaison immediately if there is an indication that the student's performance is less than satisfactory at mid-term.

3. If the student's performance at mid-term (or at any point in the semester) is assessed by the Field Instructor as less than satisfactory, the faculty Field Liaison shall inform the Director of Field Education-Advanced Practice. The Field Liaison shall aid the student and Field Instructor in the development of a plan of action to help the student achieve an acceptable level of performance. The student is expected to participate actively in this conference and to prepare a self-assessment of his/her performance in preparation for it. This not only encourages the student to develop an awareness of his/her own progress, but also provides for a more meaningful exchange between student and Field Instructor.

4. The plan of action is prepared in writing by the faculty Field Liaison with a copy sent to the student, Field Instructor and Director of Field Education-Advanced Practice. This plan of action should also be reflected in the updated Learning Contract.

5. A conference between the Field Instructor, student and faculty Field Liaison is to be held prior to the end of the semester to evaluate the student's progress.

Placement Disruption

When disruption or difficulties occur, the Liaison will work with the student and the Field Instructor to resolve it. Difficulties that may occur in a placement include:

1. Student personal issues: The Liaison may recommend counseling and/or modification of the learning contract to accommodate learning.

2. Student performance: The Liaison will document performance difficulties and remedial plans through deficiency reports, evaluations, letters, and recommendations for remedial

work. (*See "Policy/Procedure for Unsatisfactory Progress in the Placement" and "Removal of a Student from Field Internship"*).

3. Field Instructor leaving the agency: The Liaison will work with the agency to identify an appropriate replacement supervisor and facilitate the transfer of evaluation information.

Removal of a Student from Field Internship

Removal of a student from the Field agency at any time may be requested by the Field Instructor and/or agency representative (such as the Task Supervisor) for documented unprofessional conduct or for lack of progress in achieving Field internship learning objectives. These violations may be academic or reflective of professional comportment in nature. Academic violations would include violations of professional code of ethics, agency policies, and Field internship policies. A written statement and, if appropriate, the Evaluation Form will be prepared by the Field Instructor in consultation with the faculty Field Liaison attesting to this action. These items will be placed in the student's file.

Examples of circumstances leading to removal of a student from Field placement include:

1. Student request

2. Failure to abide by the NASW and/or Texas State Board of Social Worker Examiners Code of Ethics

3. An attempt to harm oneself or someone else

4. Excessive tardiness or absence from the agency, especially without notification

5. Inappropriate or unprofessional behavior in connection with the Field placement

6. Inability, because of illness or other circumstance, to meet the necessary job requirements of the placement

The Field Instructor, individual requesting the removal, Field Liaison, and the Director of Field Education-Advanced Practice will discuss the circumstances involved in the request. The final decision regarding removal from Field will be made by the Director of Field Education-Advanced Practice, in consultation with the Associate Dean of Graduate Studies. The student may appeal the decision according to the School of Social Work's and University's grievance policy. The student may apply to return to Field. The possibility of return to Field will depend on the seriousness of the problem. The Director of Field Education-Advanced Practice, Associate Dean of Graduate Studies and Field Liaison will decide on the appeal and decide on conditions of return, if approved.

**Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) are available online at www.cswe.org.*

Administrative Policies

Holidays

Advanced Internship III students will negotiate days and hours with the Field agency, but will generally only observe agency holidays. Baylor University holidays are published in the Schedule of Classes and the Field calendar that is given at the beginning of the internship. In the event that an agency holiday which is not an official Baylor University holiday falls on a scheduled internship day, the student must make up such hours as agreed upon by the student and Field Instructor.

Inclement Weather

In the event of inclement weather that restricts travel in the Waco and McLennan County area, the student shall first follow the University's procedures. If the University and the agency are closed, the student is excused from his/her placement, and is not required to make up the hours. If the University is closed, but the agency is open, the student is expected to report to the agency if s/he is able to travel there safely. In such a case, the student may elect, with the permission of agency-based Field Instructor or Task Supervisor not to go to the agency, but the time missed must be made up. If the agency is closed, but the University is open, the student is also required to make up the missed time.

For placements outside of Waco and McLennan County, the student shall follow the agency's procedures. If the agency is closed, the student is excused from the placement and is not required to make up the hours. If the agency is open but the student is unable to safely go to the agency, the hours may be made up when travel can be accomplished safely. The student shall notify the agency and make arrangements for rescheduling client appointments and other work responsibilities.

Dress Code

Students are expected to abide by the dress code of the agency. Students are responsible for dressing professionally remembering that they represent the professional staff of the agency and that they represent the Baylor School of Social Work. Modest professional dress that is consistent with the policy of the agency and reflects professionalism is expected of all students in the Field.

Sick Leave

In the case of illness or injury necessitating absence from the Field setting, students shall notify the Field Instructor at the earliest possible time and take responsibility for canceling or rescheduling appointments and/or meetings. Hours missed must be made up within two weeks of the day(s) missed, and at the time agreed upon by the student and Field Instructor, and Task Supervisor (if applicable). If the student misses more than two consecutive days, or more than three days collectively at any point during the semester, the Field Liaison shall be notified by the student and by the Field Instructor and be included in approval of the plan for making up the hours.. Students shall follow the policies of the agency regarding working when ill.

Travel

It is the student's responsibility to secure transportation to and from the Field setting. It is also the student's responsibility to provide his/her own liability insurance coverage for agency-related travel if no such coverage is provided by the agency. The Baylor School of Social Work does not reimburse students for the use of their automobiles or for other expenses incurred in the conduct of agency business. Agencies are encouraged but not required to reimburse interns for mileage for agency business. It is the strong recommendation of the School of Social Work that interns not transport clients in their own vehicles. Baylor University does not provide any coverage for transportation of clients. Interns who transport clients do so under their own automobile insurance and at their own risk.

Students may travel, occasionally, with agency representatives on agency business. Any Field internship trips out of the area must be reported to the Field Liaison prior to the trip and must be reflected on the learning contract. The student is responsible for communicating with the Field Liaison any plans to travel as part of the Field internship out of the local service area. Students will not share overnight accommodations with Field Instructors or Task supervisors or anyone with supervisory responsibility or authority over the student.

Professional Liability Insurance

The University provides limited professional liability insurance coverage for students involved in professional Field internships in the United States. This insurance includes coverage for professional activities required as part of the educational experience only. The School of Social Work has been assured by duly appointed University administrators that this coverage is adequate and will cover student's engaged in professional activities in compensated and uncompensated placements. However, the faculty strongly recommends each student also purchase his/her own professional liability insurance through NASW or a comparable professional group or private insurance firm. Students should also ask the agency about availability of professional liability or malpractice insurance coverage provided by the agency. The limited professional liability insurance coverage provided by the University does not cover internship activities outside of the United States.

Personal Safety Guidelines

Student interns are provided information in class regarding personal safety guidelines. Students are encouraged to be aware that social work practice includes some potential for risk to personal safety. It is the responsibility of the student to assess the risk of environmental factors and to take precautions for personal safety. A guide for discussion of safety in the agency is provided on the Field Blackboard site. This guide is for discussion and not intended to be prescriptive for agencies. Additionally, students should request in-service training and orientation in the agency regarding the particular personal safety information in that setting. The student should review the personnel policies and safety guidelines of the agency before any work with the agency begins. Students are expected to follow the recommended safety guidelines of the practice setting rigorously, and additionally to use discernment when making home visits or delivering services in the community. Students should always let someone in the agency know where he/she will be when working outside of the agency offices. Students have the right and the responsibility to report any unsafe situation to a supervisor and request alternate assignment. They have the right and responsibility to appeal to the Field Liaison or Director of Field

Education-Advanced Practice if they have concerns about the response to their request. Finally, students are expected to follow the infection control guidelines of the agency to protect from contagious diseases. A guideline for Social Worker Safety provided by permission of Dr. Isaac Gusukuma is provided in the Field seminars to assist students with personal safety protection.

Students in placements in out-of-area placements (90 mile radius of the School) will follow Baylor's "Off-Site Academic Programs within the United States Policy":

Academic programs may require academic credit through experience in clinical or other business locations that are not part of Baylor facilities. Such off-site programs may place a single student participant in an off-site location without the presence of Baylor faculty or support. Student participants in off-site programs are encouraged to plan carefully all aspects of the off-site experience to maximize the academic experience and minimize any potential safety or health problems. The following guidelines emphasize student responsibility for planning and for communicating during the program and in the event of any emergency.

1. Know how to obtain emergency health and law enforcement services off site.

2. Obtain, read and carefully consider materials related to the off-site location, particularly those materials relating to safety and health issues in the off-site program and locale.

3. Consider your health and personal circumstances when applying for or accepting placement in the off-site program.

4. Make available to the off-site program and Baylor accurate and complete physical and mental health information and any other personal data that is necessary to plan a safe and healthy off-site program experience.

5. Assume responsibility for all the elements necessary for personal preparation for the off-site program.

6. Participate fully in any orientations by the off-site program and Baylor.

7. Obtain or maintain appropriate insurance coverage, particularly health insurance in the event of sickness or injury during the program.

8. Inform next of kin and others with a need to know about participation in the off-site program.

9. Provide next of kin and Baylor's Director of Field Education-Advanced Practice with emergency contact information, and keep them informed on an ongoing basis.

10. Understand and comply with the off-site program's terms of participation, codes of conduct, and emergency procedures, as well as Baylor's terms of participation, codes of conduct, and emergency procedures. (Baylor's codes of conduct apply off site.)

11. Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the off-site program and Baylor.

In case of an emergency or threat to your safety while on campus, inform Baylor Department of Public Safety (254) 710-2222 and promptly notify the Associate Dean of Graduate Studies or Director of Field Education-Advanced Practice. In case of an emergency or threat to your safety while in the Field, follow the safety procedures of your Field agency and promptly notify the Director of Field Education-Advanced Practice or the Associate Dean of Graduate Studies.

International Field Internships

The mission of the Baylor University School of Social Work is to prepare social workers in a Christian context for worldwide service and leadership. An international internship is one among many educational opportunities in the School of Social Work preparing social work students for service in a vastly diverse global community.

Exploration of an international internship must be initiated with the Director of Field Education-Advanced Practice. International Field internship experiences must include approval through Baylor University's Center for International Education office. The exploration and approval process may take several months so students should begin discussions with the Director of Field Education-Advanced Practice, as early as possible.

The international field internship component is offered in two ways:

1. BSW and MSW students may be placed in internships in US agencies that have an international focus (e.g. American Red Cross, Catholic Charities, Buckner International, and International Rescue Committee). BSW and MSW foundation-year students (Generalist Practice students) will explore this US-based international internship option with the Director of Field Education-Generalist Practice.

2. MSW concentration (advanced practice) students may explore US-based international internships and other international Field internships with the Director of Field Education-Advanced Practice. Students may apply for an internship in international locations where the Baylor University School of Social Work has Field internship affiliations. The expectation is that, at least, two students will be assigned to the same international internship setting for placement to be confirmed.

To ensure excellence in the Field educational experience and efficient management of faculty and staff resources to support Field Education, international internships will be offered in a limited number of countries. Interest in international internships should be directed to the Director of Field Education-Advanced Practice.

MSW concentration (advanced practice) students who are approved for an international internship will complete a fifteen-week internship in the assigned country, with the possibility of

the final 2-3 weeks of internship completed in the US. A possible schedule may be structured in this manner:

> Week one - designed for orientation and training to the internship, weeks 2 -11 are designed for supervised advanced practice, and week 12 – designed for endings, transition and debriefing. During the remaining 2 -3 weeks of the internship course, students return to the US for internship activity that supports re-entry and re-adjustment, debriefing and closure. (Capstone begins the following week.)

In the fall semester preceding the spring semester international experience, students will study the culture of the country in which they are placed in addition to completing other orientation and training assignments. Students are expected to be able to speak the language of the country before beginning their placement. Students in international placements are expected to meet all Baylor SSW Field Education competency standards and perform them in ways that demonstrate respect and cultural competence for the specific culture(s) in the international location. Compensated or subsidized international internships will be the exception rather than the rule; however, the Field Education office is committed to securing compensated international internships when possible. Compensated or subsidized internships will be treated like uncompensated internships in relation to Field requirements. Students will be responsible for the full cost of the international internship experience (including travel insurance, round trip travel, lodging and meals, in-country transportation, any in-country instructional or supervisory cost), unless notified in writing that compensation or subsidization is available.

There is a $1500 minimum international internship fee for internships outside the US, which may be paid for by the student, a grant, or sponsoring organization. The fee supports international internship set-up and Field Education Office representative's (e.g. Field Director, Field Liaison, etc.) travel to the country where student will be/is in internship. The exact amount of the fee will be determined based on the cost for a Field Education Office representative to travel to the international internship site.

Questions about international internships may be directed to the Director of Field Education-Advanced Practice.

International Travel

Students participating in international travel as a part of their internship will follow all Baylor University and agency policies and procedures regarding travel abroad.

Field Grievance Policy

The Baylor University School of Social Work Grievance Policy is found in the *School of Social Work Catalog*. The University's grievance policy is in the *University Student Handbook*. It is the student's responsibility to be familiar with these policies and to initiate implementation when needed.

In instances where a student's rights have been allegedly denied or violated with respect to his/her Field experience, the student should formally discuss the issue with his/her Field Instructor and Task Supervisor. If the student feels that the meeting does not provide a

satisfactory resolution, the student should request a meeting with his/her Field Instructor and faculty Field Liaison. If this meeting does not lead to a satisfactory resolution of the issue, the faculty Field Liaison will schedule a meeting with the Director of Field Education-Advanced Practice, Field Instructor, and the student. If resolution is not reached, the student may request in writing a meeting with the Associate Dean of Graduate Studies, Director of Field Education-Advanced Practice, faculty Field Liaison, and Field Instructor. If this meeting does not result in a satisfactory resolution for the student, the student may request in writing to discuss the issue with the Dean of School of Social Work. The student also has the option of filing a grievance with the School of Social Work Academic Appeals Committee as prescribed in the *Baylor University Baylor SSW Catalog*.

Confidentiality

The NASW Code of Ethics serves as our guide for confidentiality in all aspects of the Field experience. Students sign a release of information (Information Sharing Form) which makes provision for discussion of the student's learning needs and successes and information pertinent to the Field Education experience and client services among the social work faculty and the Field personnel. Students are also bound by the Code of Ethics pertaining to confidentiality in matters relating to clients both in contacts as part of the agency, and in contacts within the educational setting, including the integrative seminar. A breach in confidentiality can be grounds for termination and could even be grounds for reporting professional malpractice. Students are required to know and abide by the agency's policies regarding confidentiality, specifically with regard to documentation, clients' records, and informed consent to make referrals and release information.

Within the educational context, there will, of necessity, be discussion regarding clients and the intern's practice. The intern is expected to protect the client's identity in those discussions and on process recordings by disguising names and situations, not revealing information that is not pertinent to the discussion, and following agency policy regarding documentation. Additionally, seminar participants are expected to protect client information discussed during the processing portion of the seminar.

**NASW Code of Ethics and Texas State Code of Ethics can be found at the following websites: www.socialworkers.org and http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm*

Sexual Harassment

The School of Social Work endorses the Baylor University policy prohibiting sexual harassment and expects that the Field environment will be free from sexual harassment. Interns are encouraged to examine policy within the agency regarding sexual harassment and should notify the faculty Field Liaison and the Director of Field Education-Advanced Practice immediately in the event there is any incident which appears to involve sexual harassment.

Media Interviews

From time to time, students, in their role as interns in their respective agencies, may be approached by the media to comment or give opinions on various issues, and/or agency programs, policies and practice. Students are to refer all such requests to their agency-based supervisor/Field Instructor and/or the agency public relations staff. When the Field Instructor is

not agency-based, students, also, will report the request to their Field Instructor and indicate how the student disposed of the request. Notice should also be given to the Field Liaison and Director of Field Education-Advanced Practice.

Field Internship Seminars
Each semester of Field placement is accompanied by an integrative seminar. These seminars meet for one hour in the fall semester and for two hours in the spring, and provide support to the internship learning process.

Advanced Internship III
SWO 5190 – Introduction to Advanced Internship III. Concentration students will begin their advanced internships with the Introduction to Advanced Internship in the fall semester. During this semester, students are enrolled in an integrative seminar and complete 60-100 hours in the field. In the field, students will complete orientation and training in the agency, and in consultation with the seminar faculty, develop the learning contract for the advanced internship. In addition to orientation and training activities and hours, students may develop with the agency the research question and research proposal.

These seminar objectives are educationally directed and connected to the Field internship experience in the following semester. Students in the advanced Field internship will perform tasks and demonstrate practice behaviors that will accomplish program objectives and demonstrate level of competence. In seminar, students critically consider the process of integrating coursework to orientation and training experiences in the Field internship. Assignments in the integrative seminar (including the development of the learning contract) are based on the student's area of concentration, consideration of any specialization the student is pursuing, the student's identified learning needs, and the learning opportunities available in the internship setting.

A grade of "B" is required to successfully complete SWO 5190.

SWO 5390 – Advanced Internship III, Part 1; SWO 5490 – Advanced Internship III, Part 2
These courses consist of supervised advanced social work practice in the field and a weekly integrative seminar with a school faculty member. 5390 (208 hours) and 5490 (342 hours) combined are equivalent to Advance Internship III (5790) – 550 hours, and course objectives are the same. Students will apply their social work education to practice in the field under the supervision of an experienced social worker who specializes in the student's area of concentration – in the Community Practice concentration and in one section of the pilot study section of the Children and Families concentration. Student practice is educationally directed and is enhanced by the seminar meetings which are designed to enable students to compare their practice experiences with one another, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of their particular internship setting. Internship assignments and integrative seminar assignments are made based on the student's area of concentration, consideration of any specialization the student is pursuing, and the student's identified learning needs.

A grade of "B" is required to successfully complete SWO 5390 and in SWO 5490. If the grade in SWO 5390 or in SWO 5490 is below "B" and, if on appeal, the student is permitted to be repeat SWO 5390 or SWO 5490, the student repeating 5390 or 5490 is required to repeat Introduction to the Advanced Internship (5190), even if a passing grade was earned in 5190, previously. Introduction to Advanced Internship III (5190) is designed to prepare students for the assigned internship setting and internship experience.

SWO 5790 - Advanced Internship III
Students will apply their social work education to practice in the field under the supervision of an experienced social worker who specializes in the student's area of concentration: Children and Families or Physical and Mental Health. Student practice is educationally directed to accomplish program objectives and competencies, and is enhanced by the seminar meetings. Seminar meetings are designed to enable students to compare their practice experiences with one another, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of their particular practicum setting. Internship assignments and integrative seminar assignments are made based on the student's area of concentration, consideration of any specialization the student is pursuing, and the student's identified learning needs. Total internship hours for SWO 5790: 550.

A grade of "B" is required to successfully SWO 5790. If SWO 5790 results in a grade below "B" and, if on appeal, the student is permitted to be repeat SWO 5790, the student repeating SWO 5790 is required to repeat SWO 5190 –Introduction to the Advanced Internship (even if a passing grade was earned in SWO 5190, previously). SWO 5190 is designed to prepare students for the assigned internship setting and internship experience.

Course Objectives – Children and Families Concentration

The objective of this course is to engage students in educationally directed orientation and skill development activities (including development of the Learning Contract) to be able to demonstrate the following concentration-specific advanced competencies and practice behaviors:

A1	**Identify as a professional social worker and conduct oneself accordingly.**	**PG 3, 7, 8**
A1.8	Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats	
A2	**Apply social work ethical principles to guide professional practice.**	**PG 2, 8, 9**
A2.6	Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes	
A3	**Apply critical thinking to inform and communicate professional judgments**	**PG 2, 7, 9, 10**
A3.5	Engage in reflective practice	
A3.6	Identify and articulate clients' strengths and vulnerabilities	

A3.7	Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools	
A3.8	Articulate a practice paradigm	
A4	**Engage diversity and difference in practice.**	**PG 1, 5, 7, 8**
A4.7	Research and apply knowledge of diverse populations to enhance client well-being	
A4.8	Work effectively with diverse populations	
A5	**Advance human rights and social and economic justice.**	**PG 1, 5, 8**
A5.5	Identify and use practitioner/client differences from a strengths perspective	
A6	**Engage in research-informed practice and practice-informed research.**	**PG 2, 7,10**
A6.5	Use the evidence-informed practice process in clinical assessment and intervention with clients	
A7	**Apply knowledge of human behavior and the social environment.**	**PG 4, 7, 8**
A7.4	Use multi-dimensional bio-psycho-social-spiritual tools	
A7.5	Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations	
A8	**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**	**PG 1, 5, 8, 9**
A8.5	Communicate to stakeholders the implications of policies and policy change in the lives of clients	
A8.6	Use evidence-informed practice and practice-informed evidence in advocacy for policies that advance social and economic well-being	
A9	**Respond to contexts that shape practice**.	**PG 4, 6, 9**
A9.4	Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance	
A10	**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**	**PG 1, 7-10**
A10.6	Use differential and multi-axial diagnoses	
A10.7	Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed	
A10.8	Collaborate with other professionals to coordinate treatment interventions	
A11	Apply an ethical integration of faith and social work practice	**PG 6,7**
A11.8	Identify the relationship between theoretical perspectives and spiritual and/or religious paradigms and practices	

Numbers in the left column above indicate EPAS Competencies (A for advanced concentration) to which numbers in the right column – Program Goals (PG) are related. Practice Behaviors that operationalize the EPAS Competencies in this course are measured by faculty assessment of assignments.

Course Objectives – Physical and Mental Health Concentration

The objective of this course is to engage students in educationally directed orientation and skill development activities (including development of the Learning Contract) to be able to demonstrate the following concentration-specific advanced competencies and practice behaviors:

A1	**Identify as a professional social worker and conduct oneself accordingly.**	**PG 3, 7, 8**
A1.9	Demonstrate social work role in addressing complex client issues on interdisciplinary teams	
A1.10	Collaborate effectively with interdisciplinary team members on a complex case	
A2	**Apply social work ethical principles to guide professional practice.**	**PG 2, 8, 9**
A2.7	Apply a social work practice model to address health care ethical dilemmas	
A3	**Apply critical thinking to inform and communicate professional judgments**	**PG 2, 7**
A3.9	Identify key elements/features of client health care plans that impact the services clients receive	
A3.10	Identify social justice issues in at least two client scenarios and use social work role to address them	
A4	**Engage diversity and difference in practice.**	**PG 1, 5, 7**
A4.9	Consider impact of diversity and culture in substance abuse/use in client populations in the health care context	
A4.10	Identify cultural strengths and resources in clients who represent diversity	
A5	**Advance human rights and social and economic justice.**	**PG 5, 7, 10**
A5.6	Address health care outcome differentials among diverse groups in the agency identified in class cases	
A6	**Engage in research-informed practice and practice-informed research.**	**PG 2, 7, 10**
A6.6	Identify ways to systematically evaluate the effectiveness of practice interventions in at least two cases	
A6.7	Apply evidence informed interventions to work with client situations including documentation of which interventions were chosen and why	
A7	**Apply knowledge of human behavior and the social environment.**	**PG 4, 7, 10**
A7.6	Demonstrate effective bio-psycho-social-spiritual assessment connected to care/service plans in cases	
A7.7	Demonstrate intergenerational/family practice focus including both children and older adults	
A8	**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**	**PG 1, 5, 8, 9**
A8.6	Evaluate the impact of the health care system on clients in cases	
A9	**Respond to contexts that shape practice**.	**PG 4, 6, 9**
A9.5	Identify cultural context and its impact in health care delivery and utilization in client situations	
A10	**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**	**PG 1, 7-10**

A10.7	Define a major theoretical framework(s) and teach and apply a minimum of three skills from that framework in a case presentation	
A10.8	Accurately present diagnostic clinical impressions of mental health diagnoses in clients	
A10.9	Discuss interventions with theoretical practice models and skills supported by the literature for particular client problems and solutions	
A11	Apply an ethical integration of faith and social work practice	**PG 6, 7**
A11.9	Within a particular context of practice, discuss transparent intervention in service delivery, client decision making, and resource availability (ex. AA higher power; congregational counseling	
A11.10	Assess client spirituality and religious affiliation as resource and/or challenge as appropriate	
A11.11	Demonstrate appropriate self-awareness of one's own spiritual identity and its impact	

Numbers in the left column above indicate EPAS Competencies (A for advanced concentration) to which numbers in the right column – Program Goals (PG) are related. Practice Behaviors that operationalize the EPAS Competencies in this course are measured by faculty assessment of assignments.

Course Objectives – Community Practice Concentration

The objective of this course is to engage students in educationally directed orientation and skill development activities (including development of the Learning Contract) to be able to demonstrate the following concentration-specific advanced competencies and practice behaviors:

A1	**Identify as a professional social worker and conduct oneself accordingly.**	**PG 2, 3, 7**
A1.7	Synthesize multiple community practice models and frameworks to make professional judgments	
A2	**Apply social work ethical principles to guide professional practice.**	**PG 2, 5, 8, 9**
A2.5	Ensure that the community voices most often missing from program and policy formulation are able to be heard in the development of collaborative strategies for problem solving	
A3	**Apply critical thinking to inform and communicate professional judgments**	**PG 1, 3, 5, 7**
A3.4	Engage diverse constituents in critical community and organizational analysis and problem-solving	
A4	**Engage diversity and difference in practice.**	**PG 1, 5, 7, 8**
A4.5	Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations	
A4.6	Strive to ensure participation of diverse and marginalized community constituents in assessing, planning and implementing interventions	
A5	**Advance human rights and social and economic justice.**	**PG 5, 8**
A5.4	Work to eliminate social and economic injustice within communities & organizations	
A6	**Engage in research-informed practice and practice-informed**	**PG 2, 7, 10**

	research.	
A6.3	Utilize quantitative and qualitative research to understand the nature of communities and organizations and the best practices to improve well-being in these macro systems	
A6.4	A research that is participatory and inclusive of the constituencies of communities and organizations in which they practice	
A7	**Apply knowledge of human behavior and the social environment.**	**PG 4, 5, 8**
A7.3	Understand measures of well-being for communities and organizations in social, economic, political and environmental realms	
A8	**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**	**PG 1, 5, 8, 9**
A8.3	Engage with and support community leaders (e.g. educational, religious, financial, and media) who can influence the direction of policies toward improved social, economic, political and environmental well-being for all community members	
A8.4	Collaborate with colleagues and clients for effective policy action	
A9	**Respond to contexts that shape practice**.	**PG 4, 5, 8, 9**
A9.3	Identify the most oppressive elements of gender, racial, and economic bias to be examined and targeted as community-wide barriers to improve social, economic, political and environmental well-being	
A10	**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**	**PG 1, 4, 7-10**
A10.1	Engage with communities, their constituencies, & organizations that serve them to assess and analyze community/organization strengths, & needs	
A10.2	Engage with community groups using empathy and humility, and by carefully listening for local perspectives, culturally appropriate interpersonal communication, and indigenous analysis of strengths and needs	
A10.3	Plan with communities and organizations to apply interventions through a variety of models (e.g. development, planning, and organizing), appropriate to the local, regional, national and international contexts and needs for change	
A10.4	Strengthen the capacity of community leadership to make decisions, set priorities, discover and create resources, and build strong, inclusive communities	
A10.5	Understand the role of involving community and organizational constituencies in order to evaluate the effectiveness of interventions and to recommend future actions	
A11	**Apply an ethical integration of faith and social work practice**	PG 6, 7, 9
A11.4	Identify and work effectively with religious leaders in communities	
A11.5	Examine one's own religious, faith, and spiritual frameworks how they influence one's interest in community change	
A11.6	Identify religious and faith-based models of community practice	
A11.7	Understand and work effectively within the context of communities in regard to religious, faith and spiritual diversity	

Numbers in the left column above indicate EPAS Competencies (A for advanced concentration) to which numbers in the right column – Program Goals (PG) are related. Practice Behaviors that operationalize the EPAS Competencies in this course are measured by faculty assessment of assignments.