



**Bluffton University Social Work Program**

**Field Work Manual**

**Revised 2022**

# Social Work Field Placement Manual

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## **PURPOSE OF THE FIELD WORK MANUAL**

This manual presents the core competencies, policies, and procedures of the field instruction component of the Bluffton University Social Work Program. It is available on-line to all social work students preparing to enter field settings and to the field instructors in the agencies. The forms students will need are included at the end of this manual and can be printed for use.

The manual contains all information generally needed by students and agencies. For additional information, call, Walt Paquin, Director of Social Work (419) 358-3386 at Bluffton University.

## **INTRODUCTION TO BLUFFTON UNIVERSITY**

Bluffton University is a four-year, liberal arts institution located in a community of four thousand people in northwest Ohio. It was instituted by the Central District Conference of Mennonite Church USA, one of the historic "peace churches." Christian values permeate the campus, and emphasis is placed on integrating values into life. The University seeks to give witness to the manifestation of the Spirit of Christ in all relationships, emphasizing integrity, reconciliation, and the expression of love through service. The Bluffton University Catalog further describes the heritage and faith of the institution.

## **OVERVIEW OF THE SOCIAL WORK PROGRAM**

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

*Bluffton University Baccalaureate Social Work Program's mission is to prepare students with the knowledge, values, skills, and aptitudes required for entry level generalist Social Work practice. Shaped by the historic peace church tradition, graduates will strive to enhance human well-being with a focus on anti-oppressive practice particularity related to race, gender, gender identity and expression, sexual orientation, and poverty. Students will work for social & economic justice, and peace within all segments of society (individual, families, group, and communities), demonstrating responsible citizenship and service to all peoples recognizing the importance of human relationships.*

### **Program Goals:**

The BSW program at Bluffton University has as its goals; Students will be able to do the following when they graduate:

- 1) Understand the connection between Micro, Mezzo and Macro practice.
- 2) Understand and apply Anti-Oppressive practice techniques.
- 3) Understand ways to Enhance Human Well-Being.
- 4) Understand how systems create and can ameliorate Social & Economic Injustice.
- 5) Understand the importance of Human Relationships as a way to Enhance Human Well-Being.

Students pursue the goals through a program and curriculum that conform to the standards established by the Council on Social Work Education (CSWE), to the requirements of Bluffton University, and to the needs of the social service organizations in the immediate geographical area. Field instructors and students are to acquaint themselves with the current Educational Policy and Accreditation Standards (2022) published by the Council on Social Work Education.

### **Social Work Practice, Education, and Educational Policy and Accreditation Standards**

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education-at the baccalaureate, master's, and doctoral levels-shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging model of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

Students and Field Instructors may find additional information regarding the CSWE EPAS standards by following the link: [CSWE 2022 EPAS](#)

### **Mutual Benefits and Responsibilities**

Social work education and training has historically been a joint responsibility between the institutions of higher education and social welfare agencies. Students, colleges, and agencies all benefit in making this educational experience as beneficial and successful as possible. The program views agency-based field instructors as co-educators, integral to the educational experience of our students. Field instructors are asked to participate in planned training sessions and invited to give feedback to the program faculty regarding the effectiveness and usefulness of the field placement structure and requirements. The Social Work Program Advisory Council includes persons who have served as field instructors.

Typically, social work students claim that the field experience is the most meaningful part of their formal education. It gives them an opportunity to apply all the theory and techniques heretofore learned, thus confirming purpose in the discipline of study. It marks the culmination of their academic coursework at the baccalaureate level. It symbolizes the transition from the relatively protected and familiar educational environment to a professional environment, and its corresponding change of roles.

Although a student placement will consume the staff time, space, and material resources of the agency, it is the experience of most agencies that by the second half of the placement, the student's productivity will repay the agency's investment. In addition, agency's employed staff often finds the freshness and idealism of the student to be infectious and invigorating. The student strengthens the agency's program by asking questions and sharing ideas and information learned in the classroom. On occasion, a job opportunity becomes available to the student as a result of the placement.

## **BLUFFTON UNIVERSITY SOCIAL WORK CURRICULUM:**

The social work program is based upon a liberal arts foundation. The general education program required of all Bluffton University students includes two social science courses and one natural science courses. The social work program specifies that majors need a strong background in the social sciences, plus a course in Developmental Psychology (Life Course Development) which serve to prepare students for the Human Behavior and Social Environment, or theory courses. Social work majors take the *Introduction to Social Work*, *Introduction to Psychology* and *Introduction to Sociology* courses. These courses are taken early in the first two years. The curriculum is structured and sequenced so that students move from these foundation courses in the social sciences and natural sciences to core social work courses.

The social work curriculum is divided into five general content areas or components. These are:

- 1) Human Behavior and Social Environment,
- 2) Social Welfare Policy and Services,
- 3) Social Research,
- 4) Social Work Practices, and
- 5) Field Instruction.

Each component is comprised of one to three courses. Infused throughout the curriculum is content on social work values and ethics, human diversity and cultural competence, social and economic justice concerns, and particular populations most likely to experience injustice and oppression. Bluffton's liberal arts program requirements undergird, supplement, and reinforce the social work program's efforts to address value issues within a global community, which is rife with social and economic inequality.

### **Field Work and Field Seminar**

This component of the curriculum is comprised of one semester of field placement (which includes a fieldwork seminar). The purpose is to provide educationally directed practice experience, through which the student can integrate his or her knowledge and values with practice skills.

Field Work Seminar is held weekly on campus concurrent with field placement. The seminar is designed to enable students to engage in the process of integrating theory and practice. This experience gives students the opportunity to reflect on their professional development and to receive feedback from the faculty and other students.

The purposes of the seminar are 1) to facilitate the students' efforts to fulfill the field placement requirements, 2) to promote student learning across settings, through exchange of information and sharing

### **Council on Social Work Competencies-2022**

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies.

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

**Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice

**Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

**Competency 4:** Engage in Practice-Informed Research and Research-Informed Practice

**Competency 5:** Engage in Policy Practice

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

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

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

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

**Upon completion of fieldwork and field seminar, students should be able to:**

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

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

**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

- 2.1 advocate for human rights at the individual, family, group, organizational, and community system levels; and
- 2.2 engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice**

- 3.1 demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 3.2 demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

- 4.1 apply research findings to inform and improve practice, policy, and programs; and
- 4.2 identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

**Competency 5: Engage in Policy Practice**

- 5.1 use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- 5.2 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

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

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

7.1 apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

7.2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

8.1 engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

8.2 incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

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

9.1 select and use culturally responsive methods for evaluation of outcomes; and

9.2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.



## **FIELD PRACTICUM GUIDELINES**

The field placement is designed to provide an integrative experience of theory and practice for the student. While the Social Work Program competencies provide the framework for the social work curriculum, it is in the field work experience that students incorporate the practice behaviors that prepare them for entry-level social work practice, and demonstrate that they have the knowledge, values, and skills required to practice in a competent and professional manner. The following guidelines for students and field instructors provide a description of the process and requirements of the field experience.

### **Field Practicum Learning Agreement (hereafter “Learning Agreement”)**

The **Learning Agreement** (Appendix A) is a working document designed to give structure and direction for the student's learning experience. The student will complete the Learning Agreement throughout their placement, in consultation with the field instructor. This will be the document that the student will share to demonstrate the competencies are being met.

Field instructors will be trained on how to complete and utilize the Learning Agreement during the field work orientation session prior to the beginning of the practicum. If the Field Instructor is unable to attend the orientation, the Field Director will arrange for training at another time.

The Learning Agreement integrates the nine core competencies and the 20 practice behaviors and the Student Practicum Evaluation form. The Learning Agreement and the Student Practicum Evaluation form additionally provide the student and the field instructor the opportunity to include personal and/or agency-specific learning objectives.

The Learning Agreement is reviewed during supervisory sessions and serves as a useful tool for planning activities that assure a well-rounded, generalist social work field experience. Since this is a "working document," adjustments and additions may be made as needed. The Learning Agreement should provide the field instructor with a useful way to maintain oversight and give evaluative feedback to the student as he/she accomplishes the goals identified in the plan.

### **Field Placement Evaluation (Appendix A)**

Formal evaluation of the student's skill level will be completed by the Student and the Field Instructor. This evaluation will be completed by both together at the beginning of field and again at the completion of field.

This final evaluation will be a component of the student's final grade.

If the student does not meet the requirement of mastering the practice behaviors in the field setting, a department consultation will occur to (1) determine if the student can be awarded an extension of time to meet this standard through a performance plan or (2) if the student will not pass field work and will need to reapply for field internship the next semester it is offered.

## **FIELD POLICIES & PROCEDURES**

### **Policy Required Field Hours**

Baccalaureate students in Social Work are required to complete a minimum of 400 hours of field work internship according to the Council on Social Work Education. Bluffton University social work program requires students to complete 448 hours. These hours are to be set, monitored, and validated through the stated procedures. Students who do not complete the required hours will not be approved to obtain a Bachelors in Social Work degree.

### **Procedure:**

Students will complete 448 hours of scheduled field work time in the approved field agency setting. All students will be supervised by a field instructor who will monitor the student hours through observation and documentation. The hours are to be logged on the student time sheet found in the appendix of this manual (and verified by the field instructor by their individual signature. Students will indicate the number of hours completed per week and accumulated throughout the semester. The log sheet is to be turned in weekly and attached to the journals collected in the field seminar course. Any log sheets unverified, will not be accepted and the field instructor will be contacted to ensure hours are being acquired by the student.

1. Students will complete 32 clock hours at the agency each week (Monday – Thursday) for the 15-week term **excluding** the week of spring break (total 448 clock hours), which is generally taken as four full days per week. Time is documented in hours /minutes. Minutes are documented as quarter hours (15-minute increments)
2. Students completing a summer internship following their senior year work 37 hours per week for twelve weeks (total 444 clock hours). Summer students are expected to complete an additional 4 hours over the course of this term to equal the 448-program requirement. This may be done after traditional agency hours or any time as approved by the field instructor.

### **Policy: Admission to Field Education Program**

Social work majors must meet specific criteria to be admitted into the field education program. This criterion including; completing a field entry interview, entering field with an overall grade point average of 2.5, and completing the prerequisite courses for SWK 401 to be eligible for placement. Prerequisites include the sequence of social work practice courses, the human behavior/social environment courses, and the policy and research courses. Students are expected to adhere to the professional standards as set forth in the Code of Ethics of the National Association of Social Workers and in the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board Code of Ethics for social workers. Inability to do so may mean dismissal from the program. The student is assessed as either needs improvement, on track, or at an advanced level during the field interview. The student will consult with the Field Director regarding additional options and a performance plan will be developed as to how the student can improve ratings to be evaluated as ready to enter the field environment in a satisfactory manner. Upon completion of this mutually agreed upon plan, students may reapply for field work internship.

### **Procedure:**

In the fall of the student's senior year, an entry to field education interview is conducted between the student and Field Director. The Field Director will contact students to arrange an interview time. Interviews will include a review of student's readiness to enter a field setting as indicated on the interview score levels, their grade point average, and adherence to the National Association of Social Workers Code of Ethics.

1. Students who are not initially accepted will be provided with options and a mutually developed plan that is agreed upon by the field director, program director and student that details what criteria needs to be met and the steps the student will need to take to enter the field program.
2. After acceptance into the field education program the placement process and selection of field setting will begin.

**Policy: Field Setting Selection**

Field agencies for student placement, must be approved by the social work program according to the set standards provided below:

Field placement agencies are selected according to the following criteria:

1. The agency must serve social services function within the range of human services and have values and program goals compatible with the goals of the social work program.
2. The agency must be able and willing to accommodate the educational requirements of the social work program. This is to include the opportunity to learn social work core competencies and ability to acquire the operationalized practice behaviors stated in the learning agreement.
3. The agency should provide the student with opportunities to serve a diverse client population, in-person, on a planned basis; i.e., persons from a range of ethnic backgrounds, one-parent households, persons with disabilities, etc.
4. The agency should have a geographic location within a radius of the University that is conducive to contact and placement supervision.
5. The agency must be able to provide qualified and regular supervision of individual or group time of at least one hour per week. The group supervision may include other social work students. Supervision is to be provided by a professional social worker. The order of preference for field instructor's credentials is LISW-S, ACSW (LISW), MSW, BSW, and LSW.
6. The agency must be able to provide the resources (i.e., desk space, telephone, clerical services, etc.) to support the student in his or her role.
7. Agencies will be selected that contribute to a balanced spectrum of settings which are generally representative of professional social work practice, and which meet the variety of student interests.

**Procedure:**

During the student's senior year, the field director advises in the agency selection process. The factors considered in this advising process include:

- 1) the student's interests,
- 2) the standard list of agencies used (see Appendix C),
- 3) the availability of those agencies for the desired term, and
- 4) the achievement of a diverse set of agency settings. Placements in agencies not on the standard list will be considered, assuming they conform to the program's established criteria for selection of field placement agencies.

It is important to note that some agencies require a clean driving record and/or a criminal record background check. Any concerns about the fore mentioned conditions should be discussed with the field director prior to the interview process. Failure to do so may result in a delay in placement into fieldwork. Some agencies may review state produced reports that document if a student has had involvement with a children services agencies. Involvement as a mandated reporter may include but is not limited to issues such as child abuse and neglect and application for food stamps. These concerns should also be discussed with the field placement director prior to the interview process.

A list of customarily used agencies is identified in the appendix of this manual (see Appendix C). These agencies are utilized because they have demonstrated over time the interest, commitment, and professionalism that assures the student a successful field experience. Other agencies will be considered as student interests and agency circumstances warrant.

**Policy: Placing & Monitoring of Students**

Students are placed in a field setting that meets the selection criteria for the social work program. The field director is responsible for coordinating and placing students into field settings, as well as conducting two site visits per term for monitoring the progress of the student and agency. A field contract and

learning agreement are required to ensure the placement adheres to the Council on Social Work Education requirements for field education.

**Procedure:**

Students are contacted by the field director in September of their senior year, by email, to begin planning for spring semester field placement. Summer field students will be contacted in March of spring semester. The field director meets with the students individually and / or a group to orient them to the field process and discuss the procedures of application for field work (Field Work Application – Appendix A). The field director makes the first contact with the agencies. If an agency is open to considering a student, the student's field work application and resume are provided to the agency, and the student is notified of their responsibility to arrange an interview. Students may interview at more than one agency. Following the interview, the field director will consult with the agency and the student to assure a mutually satisfactory placement plan. A three-way contract (*Field Work Contract-Appendix A*) is then signed by the student, the agency and Bluffton University Social Work Program. Students are required to become members of NASW and carry student professional liability insurance through the NASW Insurance Trust. Application forms may be obtained from the field director or online at [www.socialworkers.org](http://www.socialworkers.org).

The *Field Work Contract-Appendix A* is signed by the Field Director, agency representative, and student identifies the expectations and obligations to which each party agrees. If the field instructor or the student has concerns that these expectations and obligations are not being met, he/she should contact the Field Director early on so that appropriate intervention may occur.

While communication with the faculty liaison is always available by phone or e-mail, the Field Director will meet on site with the Field Instructor and student a minimum of two times per semester to provide consultation, monitoring and oversight.

**Policy: Field Director Site Visits and Contacts**

The Field Director will conduct two site visits (with each student in a field education internship per semester. The field visit includes discussion between the field instructor, field director, student, and any other significant individuals who have been assisting with student learning and evaluation. Contacts between the Field Director and the Field Instructor is expected throughout the internship and may increase if needed by telephone, email, or direct site visits.

**Procedure:**

The first agency contact will occur within the first four weeks of placement by the Field Director. This initial visit contact will last approximately one hour and delete reference to time include the following topics for discussion:

1. Review of Learning Agreement
  - a. Core competencies and practice behaviors
2. Internship hours verified and reviewed
3. Assignments overview: Portfolio's, Case Study, Journals, Midterm and Final Evaluation
4. Student strengths and areas for continued work
5. Question time for student and field instructor

The second and final site visit will be completed in the last two weeks of field placement by the field liaison. This visit will include the same topics as the first with the addition of review of the midterm evaluation and an overview of the expected final evaluation. Students will be asked about what is going well, what didn't happen that they had hoped would happen, their greatest areas of growth and the areas for continued improvement. The strengths and continued improvement questions is generated from the learning agreement that includes the core competencies and practice behaviors that students have been acquiring and integrating knowledge, values, and skills from over the course of the field education experience.

Students assist in coordinating the site visits by scheduling a convenient time to meet at the agency setting. All parties must be present for the field visit. If the student is not present, a grade deduction may be given.

NOTE: A checklist of information discussed during the two site visits is included in Appendix A of this manual.

### **Policy: Evaluating Student Learning and Field Setting Effectiveness**

Students are evaluated at multiple points throughout the field education semester by the contracted Learning Agreement, supervision with field instructor, a weekly seminar course, and an initial and final field placement evaluation, to ensure student learning and field setting effectiveness.

#### **Procedures:**

Students and field instructors are required to complete all documents assigned by the dates indicated on the syllabus. The following evaluative tools are in place to ensure integration of the core competencies and practices behaviors in the field setting:

1. Learning Agreement: The Field Practicum Learning Agreement (Appendix A) is designed to give structure and purpose to the field experience. The practice behaviors contained in the agreement reflect the overall outcome performance of students, based on core competencies of the social work program, and assure the breadth of competence expected for generalist social work practice. It is the student's responsibility to complete the Field Practicum Learning Agreement, in consultation with the field instructor. This document serves as a reference for planning and reviewing the student's activities throughout the semester.
2. Supervision: Supervision between the Field Instructor and student is to occur on a weekly basis and recorded on the supervision logs (Appendix A) section of this manual. During this supervision time, student and Field Instructor are to focus on student assignments and activities, discuss ethical dilemmas and decision making, solution build any difficulties with learning, and to broaden student understanding of the profession of social work. The supervision logs are to be turned into the Field Director weekly.
3. Field Work Seminar: Students are required to attend the weekly field seminar course (SWK 404) along with the Field Work (SWK 401) education internship. Students will discuss field issues, integrate class and field learning, and develop skills in giving and receiving feedback. Students learn from each other the commonalities and differences in the various settings, and identify special issues and knowledge required in specific settings.
  - a. Qualitative Journal: A final journal entry is to be completed for the last week of the field education internship that permits the student to evaluate the overall effectiveness of the field setting and its learning environment. This entry reports the perception of the students experience and provides recommendations for continued placement within that particular agency.
4. Evaluation: Both students and student field placements are evaluated during the process of field education internships. Students' evolved knowledge, values, and practice skills are evaluated at mid and final points of the field education internship. The evaluation includes elements of student performance congruent with the programs core competencies. The Field Placement Evaluation (Appendix A) is a comprehensive evaluative measurement tool that indicates if social work students are meeting the standards set by the Council on Social Work Education for competent social work practice. The Field Instructor and Field Director will consult and mutually agree upon the student progress during the site visits.

### **Policy 2.1.6 Field Instructors Credentials and Practice Experience**

Field Instructors are carefully selected based on requirements set by the Council on Social Work Education (CSWE). Field Instructors must hold a baccalaureate or master's degree in social work from a CSWE accredited program and have at a minimum two years post degree experience. The practice

experience of the field instructor is to be broad and include elements of the core competencies needed for social work practice encompassing professionalism, ethical practice, evidence of critical thinking, excellent communication skills, engagement with diversity and difference in practice, the advancement of human rights and social and economic justice, and the ability to engage in research-informed practice and practice-informed research. Identification of multiple learning opportunities within the agency setting of which the field instructor is employed is a requirement.

Instructors must be able to demonstrate the knowledge, values and skills in social work practice behaviors to build upon the core competencies students are to develop with clients, systems, and colleagues.

**Procedure:**

The field director will verify potential field instructors through an interview process completed either by phone or face to face. A field instructor information sheet will be completed prior to the field education internship and will be kept on file for documentation that field instructor meets program requirements. Field Instructors will be notified of approval by the Field Director.

## DEFINING ROLES IN FIELD EDUCATION: FIELD INSTRUCTOR AND TASK SUPERVISOR

“The quality of the field instructor is the most significant factor affecting student’s satisfaction with the field placement...” (Fortune and Abramson, 1993)

**Role of Field Instructor:** Has primary responsibility for student’s learning in the field placement to reinforce the student’s identification with the purposes, values, and ethics of the profession of social work; to foster the integration of empirical and practice-based knowledge; and to promote the development of professional competence (Council on Social Work Education). The Field Instructor is responsible for weekly, reflective supervision with the student to work towards achieving student’s learning goals and competencies.

**Role of Task Supervisor:** A Task Supervisor may be designated by the Field Instructor to assume specific responsibilities for a student’s learning on a particular assigned task, project, or experience. The Task Supervisor does not replace the Field Instructor, and must work in collaboration with the Field Instructor to ensure that the student’s learning goals are being met and regular feedback is provided.

<b>FIELD INSTRUCTOR</b>	<b>TASK SUPERVISOR</b>
Assumes the primary role of instructor and supervisor and commits to understanding the role of student as learner	Provides secondary field instruction to student on a specific task, project, or assignment as delegated and monitored by the Field Instructor
Creates with student learning experiences that integrate social work theory, research, and practice; and documents learning objectives and tasks	Responsible for the day-to-day, , on-site guidance for specific project or task
Provides support to student as they critically analyzes their strengths and areas for growth	Collaborates with field instructor in integrating assignments provided by task supervisor into student’s overall learning experience
Monitors student in developing competent practice skills in accordance with agency’s policies, best practices, and NASW Code of Ethics	Provides constructive feedback to student on specific tasks undertaken with task supervisor
Provides a minimum of one hour of scheduled supervisory time weekly to confer about and reflect on field assignments	Keeps field instructor informed of student’s progress on projects undertaken with task supervisor
Responsible for orienting student to agency personnel, procedures, documentation requirements, safety issues, etc.	Provides input to the quarterly evaluation of the student in collaboration with primary field instructor and student
Provides ongoing, constructive feedback on the student’s performance and completes all written quarterly evaluations	Meets with primary field instructor, student, and field director as needed
Consults with field director regarding learning plans, performance issues, and connections between field work and course work.	
Recommends Pass/Fail for student in the practicum	

**Policy: Field Placement & Student Employment**

Students who are employed, may request to complete an employment based field placement through a proposal process. The social work program may approve of this request dependent upon the adherence to the required procedures and criteria:

**Procedure:** In the event a student is requesting to complete a field placement at a current place of employment, the student must complete the “WORK STUDY FIELD PLACEMENT APPLICATION” and submit it to the Field Director. This application must be submitted with the student’s field placement student questionnaire. The Program Director and the Field Director will review the student’s application and determine acceptance of the proposal. The acceptance will be based on the following criteria:

1. The agency must be approved by the Field Director
2. Students Field Instructor must be different than their employment direct line supervisor.
3. Field Instructor is required to complete the Field Instructor Information Form and the Field Work Contract.
4. The field work assignments and accumulation of time, must be completed in a different program or department other than the one employed in. A description as to how this will be accomplished is to be included in the application.
5. Students need to have specific, weekly scheduled hours for the field internship that are no less than 4 hours at a time. This schedule will be outlined and submitted to the Field Director as included in the application.
6. The student will have guaranteed release time to attend class each week. The two courses students are required to attend are SWK 404 Field Seminar (1 credit/1 hour) and SWK 405 Social Work Capstone (3 credits/3 hours).
7. The student must be previously employed by the agency for at least 60 days prior to the request to complete the field internship within the walls of this agency.
8. No credit for field work hours will be given for professional work experience or prior to the start of the field internship hours as indicated on the Learning Agreement.
9. Students will not be given permission to account for time within an agency retroactively in an employment-based internship. All hours must be approved by the application.

The Executive Director or an administrative designee must provide a signatory letter indicating approval of the student’s field work internship hours being accumulated at the agency with understanding of the above criteria.



# Appendixes

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# Appendix A

**Bluffton University Social Work Program**  
**FIELD WORK APPLICATION**

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

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

University Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Permanent (Home) Address: \_\_\_\_\_  
 \_\_\_\_\_

Do you have access to a car to drive during your placement? Yes \_\_\_ No \_\_\_  
 If yes, do you have a valid driver's license? Yes \_\_\_ No \_\_\_ If no, explain \_\_\_\_\_

**Pre-professional (social work related) work experience (paid and voluntary)**

**Membership in clubs and organizations, leadership positions**

**Special skills and interests**

Please indicate the three areas of social work in which you are most interested by putting a "1" by the area you prefer most, a "2" by the next, etc. Every effort will be made to make appropriate placements for your field experiences. There is no guarantee, however, that you will receive your first choice. Placement will depend greatly on the specific agencies participating in the program and the number of students applying.

	Substance Abuse: treatment/program planning		Housing/Homelessness
	Aging/Geriatrics		Family Services
	Child Welfare		Medical Social Work
	Community Services/Community Development		Mental Health Services
	Corrections: adult/juvenile (circle preference)		Physical Disability
	Developmental Disabilities		Youth Services
	Domestic Violence		School
	Emergency/Disaster Services		
	Other- please describe		

**ATTACH A RÉSUMÉ**

## Bluffton University Social Work Program

### FIELD WORK CONTRACT

The following understanding between the Bluffton University Social Work Program and

\_\_\_\_\_ is for the purpose of providing a field work educational  
(agency)  
experience for \_\_\_\_\_, Spring term / Summer term (20 \_\_\_\_)  
(student) (circle one)

The individual to serve as field instructor will be: \_\_\_\_\_

Please identify anyone who will assist the Field Instructor as Task Instructor (s):

\_\_\_\_\_ / \_\_\_\_\_

Agency Address:

Phone Number: \_\_\_\_\_

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

It is the intent of this agreement that the University, the agency, and the student will carry out their commitments to each other and work together to make field work a meaningful learning experience. None of the parties will withdraw from the agreement once made without significant justification.

#### **The Agency agrees to:**

1. Provide the student opportunities to function in a social work capacity that will meet the social work programs CSWE 2015 Educational Policy and Accreditation Standards (EPAS).
2. Respect the student's position as a beginning professional social worker by making assignments in the student's skill range designed to enhance learning, providing suitable work space, and by promoting an appropriate relationship with other staff.
3. Specify a Field Instructor who will have primary responsibility for orienting the student, assigning and monitoring the student's cases and projects, providing instruction to integrate theory and practice, and evaluating the student's work that meets accreditation standards.
4. Provide adequate time for the field instructor to participate with the University in meetings or other events structured to enhance this program.

#### **The Bluffton University Social Work Program agrees to:**

1. Place students who are prepared academically to assume a beginning professional social work status.
2. Provide appropriate background information on the student placed with the agency.
3. Provide adequate liaison through the Field Director so that University objectives and expectations can be understood and any concerns or problems handled promptly.

4. Provide a field manual that will explain the program competencies and practice behaviors and materials necessary to evaluate the placement.
5. Make available to the agency any opportunities developed to increase the skills of those participating in the field work placement program.
6. Work with the students in a weekly field work seminar to further consolidate their learning experience.
7. Comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.
8. Complete a minimum of two site visits per term with Field Director and student.

**The Student agrees to:**

1. Assume the role of a beginning professional social worker, respecting agency rules, regulations and procedures.
2. Work out a schedule that meets the requirements of the University and is in keeping with agency needs, and keep it carefully.
3. Use agency supervision in a responsible manner, keeping the field instructor notified of any unusual events or concerns, and take advantage of the learning potential of supervision.
4. Practice within the ethical standards exemplified in the NASW Code of Ethics, and comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.
5. Assume responsibility for individual malpractice insurance coverage for the duration of field placement through the NASW Insurance Trust, with minimum limits of \$1,000,000/\$1,000,000 or \$1,000,000/\$3,000,000 if required by the agency.
6. Be responsible for transportation to the field placement setting.
7. Participate fully in the weekly field work seminar.

This agreement is signed by the following participants:

Bluffton University Social Work Program	Date
Authorizing Agency Representative	Date
Field Work Student	Date

**Bluffton University Social Work Program**  
**FIELD INSTRUCTOR INFORMATION**

This form is to be filled out by the person who will provide direct and primary instruction of the Bluffton University student for:  Spring  Summer term, 20\_\_\_\_. The field instructor will provide one or more hours per week of direct supervision, make and review case assignments, make direct observation of the student's work, and monitor time logs and complete evaluation forms.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Dept./Division: \_\_\_\_\_ Phone: \_\_\_\_\_

Years of Service with this Agency: \_\_\_\_\_

Field Instructor's Email Address: \_\_\_\_\_

*The field instructor should have a social work degree (bachelors or masters) from a CSWE accredited program.*

Circle Highest Degree:            BSW                      MSW                      Year Earned: \_\_\_\_\_

Name of College/University: \_\_\_\_\_

*The field instructor is required to have two years post-degree practice experience.*

Number of years of experience in post degree practice: \_\_\_\_\_

Number of years of experience in supervision of employees and/or students: \_\_\_\_\_

NASW Member:            Yes                      No                      ACSW Member:            Yes                      No

Social Work License:            LISW                      LSW                      License #: \_\_\_\_\_

*It is expected that the field instructor will make a full term commitment to the student.*

Are you employed by this agency for the term of the proposed placement and planning to stay at this agency for the duration of this term?            Yes                      No

If there are any other staff members sharing responsibility for student's instruction, identify them, their credentials, and describe their role with the student:

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

I have reviewed and agree to the contents of this form.

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Bluffton University Social Work Program**

**WORK STUDY FIELD PLACEMENT APPLICATION**

*Instructions:* Student will supply application to current direct line supervisor at employed agency. Both student and supervisor will complete this form for submission to the Field Director. Form is to be turned in along with the Student Field Placement Survey due in the fall of the student's senior year.

Student Name: \_\_\_\_\_ Semester Request: \_\_ Spring or \_\_ Summer

Student Email: \_\_\_\_\_ Year: 20\_\_\_\_\_

Student Cell Phone Number: \_\_\_\_\_

---

**Requested Agency**

Agency Name \_\_\_\_\_

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

Website: \_\_\_\_\_

Phone Number: \_\_\_\_\_

CEO/Director: \_\_\_\_\_

**Student Work Information:**

Assigned Program/Dept.: \_\_\_\_\_

Position/Job Title: \_\_\_\_\_

How long in this position? \_\_\_\_\_

Start Date at Agency: \_\_\_\_\_

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

Job Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_

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

---

Please provide a detailed description of the student's current job responsibilities (an official job description is to be attached to application):

**Request for Placement in different Department or Program: Field Placement Proposal**

Placement Department/Program: \_\_\_\_\_

Location (if different than agency): \_\_\_\_\_

Field Instructor's Name: \_\_\_\_\_

Field Instructor's Title: \_\_\_\_\_

Degree and Licensure Status: \_\_\_\_\_

Phone Number: \_\_\_\_\_

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

Please provide a narrative describing proposed field placement learning activities:

How will these field experiences be different from your job responsibilities?

What newly developed skills and knowledge will you obtain through your field placement experience?

Please identify the hours you will be completing your field placement and employment; the hours may not overlap or be the same.

Hours:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
Employment								
Field Placement								
Total=								

Please describe how you will maintain the role of student learner while performing your field placement in an environment you are also employed: (separating direction from field instructor and work supervisor, coverage for employment while conducting field placement, etc.)



## **Bluffton University Social Work Program**

### **9 CSWE Competencies with Suggested Learning Activities**

Field education is designed to develop the educational outcomes that are necessary for entry-level social work practice. These outcomes, which are the specific objectives of Field Education I and II, can be accomplished by affording the students' opportunities to engage in a variety of practice activities in field agencies and seminar sessions which are expected to assist in the attainment of each of the 9 competencies.

The following list of experiences are suggestions for Field Instructors to assign student interns and are found to be appropriate learning opportunities for students to demonstrate BSW level competency and professional behavior. Below specific learning activities are listed after each competency.

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

#### **Suggested Learning Activities:**

- Attend interdisciplinary conferences and case presentations as an observer or participant
- Attend professional workshops, seminars, and lectures in the community, using field placement time.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in group or peer supervision.
- Join and participate in local/national professional organizations (e.g., NASW, NABSW, and Federation of Student Social Workers.)
- Write one's own performance evaluation.
- Observe the field instructor or others conducting an interview.
- Answer the phone and act as receptionist for several days to get a feel for the role of these staff members and the demands placed upon the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Read and become familiar with your agency policies and protocols.

## **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected

### **Suggested Learning Activities:**

- Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviors of persons entering the service delivery system, as well as of those who serve them.
- Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
- Participate (or assume a leadership role) on a committee to plan a major workshop, sponsored by the student's field placement setting.
- Take a walk through a specific kind of neighborhood.
- Participate in political action and or social advocacy groups that relate to the client systems served by your agency.

## **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

### **Suggested Learning Activities:**

- Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of diverse client systems served by the field placement setting, or other related subjects.
- Sit quietly in an intake or waiting room area and observe the atmosphere, conversation and behaviors of persons entering the service delivery system, as well as of those who serve them.
- Carry a caseload representing diverse client systems.

- Visit other agencies and service delivery systems in the local community.
- Attend a court hearing pertaining to mental competency and guardianship, a client's criminal activity, a divorce proceeding, or a client's effort to obtain custody of minor children.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Write one's own performance evaluation.
- Take a walk through a specific kind of neighborhood.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

#### **Suggested Learning Activities:**

- Read about cross cultural theories pertaining to oppressed and marginalized populations, psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.
- Take a walk through a specific kind of neighborhood.
- Keep statistical reports as required of regular agency staff.
  - o Interview individuals who have received services from the program to assess their responses to the experience.
  - o Serve as a member or observer of the system's peer review, quality control, or audit process.
- Work with the program administrator to gather information for and prepare an annual budget.

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

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

#### **Suggested Learning Activities:**

- Observe the field instructor or others conducting an interview.

- Have the student go through the service delivery system as if he/she were a client.
- Participate with the field instructor in developing and writing up an educational contract.
- Assist in writing the program's policy and procedure manual.
- Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national law making body and perhaps even be present to lobby for its passage.
- Plan, lead, and conduct a fund-raising activity.
- Prepare a grant proposal.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

#### **Suggested Learning Activities:**

- Co-lead a group.
- Observe the field instructor or others conducting an interview.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.
- Understand knowledge of evidence based practiced utilized in your agency setting.
- Read and become familiar with your agency policies and protocols.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

### **Suggested Learning Activities:**

- Co-lead a group.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques. o Carry a caseload.
- Participate in orienting new students or staff to the agency. o Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

### **Suggested Learning Activities:**

- Co-lead a group.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.
- Demonstrate knowledge of evidence based practice utilized in your agency setting.
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### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

### **Suggested Learning Activities:**

- Co-lead a group.
- Conduct interviews with clients and provide direct counselling services.
- Make home visits.
- Do role-playing with the field instructor or others to try out new skills and techniques.
- Carry a caseload.
- Participate in orienting new students or staff to the agency.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
- Set up and lead a group.
- Act as a consultant to an individual, a group, or a program.
- Collect data for various agency program needs.
- Evaluate knowledge of evidence based practiced utilized in your agency setting.
- Develop and conduct client satisfaction surveys.

**Bluffton University Social Work Program**  
**FIELD PRACTICUM LEARNING AGREEMENT**

Student's Name: \_\_\_\_\_

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

Field Instructor: \_\_\_\_\_

*Directions: For each educational policy competency, indicate how you are achieving the mastery of the operationalized practice behavior:*

*What experiences did I have at this agency to help me achieve this practice behavior?*

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

**1.1.** *Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.*

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**1.2.** *demonstrate professional behavior; appearance; and oral, written, and electronic communication.*

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**1.3.** *Use technology ethically and appropriately to facilitate practice outcomes; and*

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**1.4.** *Use supervision and consultation to guide professional judgement and behavior.*

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**Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

*2.1. advocate for human rights at the individual, family, group, organizational, and community system levels; and;*

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*2.2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.*

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**Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

*3.1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and*

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*3.2. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.*

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

*4.1. apply research findings to inform and improve practice, policy, and programs; and*

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*4.2. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.*

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**Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

*5.1 use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and*

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*5.2 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.*

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

**6.1.** *apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and*

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**6.2.** *use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.*

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

**7.1.** *apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and*

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**7.2.** *demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan*

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups,

organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

**8.1.** *engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and*

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**8.2.** *incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies*

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

**9.1.** *select and use culturally responsive methods for evaluation of outcomes; and*

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**9.2.** *critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.*

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

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

Field Instructor: \_\_\_\_\_

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

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

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

**Bluffton University Social Work Program**  
**FIELD PLACEMENT EVALUATION**  
(Page 1 of 3)

**FIELD PLACEMENT INFORMATION** *(please print this information):*

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

Semester/Year: \_\_\_\_\_

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

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

\_\_\_\_\_

Field Instructor Name: \_\_\_\_\_

Field Director Name: \_\_\_\_\_

Person(s) Completing Form: \_\_\_\_\_

**COMPLETION SIGNATURES:**

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

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

Field Instructor: \_\_\_\_\_

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

Field Director: \_\_\_\_\_

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

*3/30/15*  
*Revised 1/12/23*

The field placement evaluation is aligned with the new CSWE 2022 Educational Policy and accreditation Standards and the assessment definitions are to assist field supervisors in completion of the student assessment (field placement evaluation.)

This evaluation form is completed during the third week of field placement and again at the end of the field experience. The rating scale is a 1 to 5 rating scale and the definition of each score is:

1. Completes task less than 50% of the time at a beginning social worker level
2. Completes task between 50-79% of the time at a beginning social worker level.
3. Completes task 80 - 100% of the time at a beginning social worker level.
4. Completes task as well as most social workers in the agency.
5. Completes task better than any other social worker in the agency.

EDUCATIONAL POLICY	SKILL AT MIDTERM OF FIELD	SKILL AT COMPLETION OF FIELD
<b>1. Demonstrate Ethical and Professional Behavior</b>		
1.1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;		
1.2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.		
1.3. Use technology ethically and appropriately to facilitate practice outcomes		
1.4. Use supervision and consultation to guide professional judgement and behavior		
<b>2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>		
2.1. Advocate for human rights at the individual, family, group, organizational, and community system levels;		
2.2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice		
<b>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>		
3.1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.		
3.2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		
<b>4. Engage in Practice-Informed Research and Research-Informed Practice</b>		
4.1. Apply research findings to inform and improve practice, policy, and programs		
4.2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		
<b>5. Engage in Policy Practice</b>		
5.1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services		
5.2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		

EDUCATIONAL POLICY	SKILL AT MIDTERM OF FIELD	SKILL AT COMPLETION OF FIELD
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
6.1. Apply knowledge of human behavior, and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies		
6.2. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>		
7.1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies		
7.2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan		
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
8.1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals		
8.2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
9.1. Select and use culturally responsive methods for evaluation of outcomes;		
9.2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		

Revised 1/12/23

FIELD EDUCATION SITE VISIT RECORD  
BLUFFTON UNIVERSITY SOCIAL WORK PROGRAM

**SITE VISIT**

DATE: \_\_\_\_\_  
 STUDENT: \_\_\_\_\_  
 FIELD INSTRUCTOR: \_\_\_\_\_  
 FIELD LIASON: \_\_\_\_\_  
 AGENCY: \_\_\_\_\_

**VISIT PROTOCOL:**

1. Review of Core competencies and practice behaviors
2. Internship hours verified and reviewed
3. Assignments overview: Portfolio's, Case Study, Journals, Evaluation
4. Student strengths and areas for continued work
5. Question time for student and field instructor

Topic	Comments
Competencies	
Hours verified and reviewed	
Portfolios	
Case Study	
Journals	
Strengths Identified (from competencies)	
Continued Growth Areas Identified (from competencies)	

**SUMMARY OF VISIT**

PLAN FOR NEEDS WORK AREAS: \_\_\_\_\_  
 \_\_\_\_\_  
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STRENGTHS/OTHER COMMENTS: \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_/Date: \_\_\_\_\_  
 (Student's Signature)

\_\_\_\_\_/Date: \_\_\_\_\_  
 (Field Instructor's Signature)

\_\_\_\_\_/Date: \_\_\_\_\_  
 (Field Director's Signature)

NEXT VISIT SCHEDULED FOR: \_\_\_\_\_

**Bluffton University Social Work Program**  
**Student Time Log and Weekly Supervision Log Field Work**

*Instructions: Please fill in internship hours per day. The Field Instructor or Task Instructor is asked to initial to verify hours performed. At the end of the week, please calculate the hours worked per week and write the total in the space provided. You should also fill in a summary of your supervision conversation with your instructor. Both the student and field instructor are to initial the log at the end of the week. Finally, the field instructor should rate the progress of the student on any (one or multiple) competency progress as identified below.*

Student: \_\_\_\_\_ Week # \_\_\_\_\_

Date	Day of Week	Hours per Day	Field or Task Instructor Initials	Brief Summary of Competency Progress
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			
	Sat/Sun			

**For the final log:**

I attest that I completed all of the hours documented above: \_\_\_\_\_  
 Field Student

I attest that the student completed all of their field hours\*\*: \_\_\_\_\_  
 Field Instructor

\*\*Students need at least 448 field hours per Bluffton University SW program



**Student Evaluation of Field Placement Setting and Field Instructor**

Please rate the agency and field instructor on the following scale to indicate the field setting and field instructor effectiveness. Your feedback is crucial in determining if the agency is the right fit for the social work program at Bluffton University and for future students.

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

<b>Rating</b>	<b>Excellent 5</b>	<b>Good 4</b>	<b>Average 3</b>	<b>Poor 2</b>	<b>Unsatisfactory 1</b>
The agency allowed for completion of the 448 hours of field work education.					
The agency adheres to the values and program goal compatible with the goals of the social work program.					
The agency's range of programing allowed for the learning and demonstrating of the social work core competencies.					
The agency served a diverse client population.					
The agency provided qualified and regular supervision.					
The agency provided resources and space (desk, phone, computer access).					

Comments:

Field Instructor Name and credentials: \_\_\_\_\_

<b>Rating</b>	<b>Excellent 5</b>	<b>Good 4</b>	<b>Average 3</b>	<b>Poor 2</b>	<b>Unsatisfactory 1</b>
The Field Instructor demonstrated a broad range of practice experience and knowledge.					
The Field Instructor evidenced ethical and professional behavior.					
The Field Instructor has effective communication skills					
The Field Instructor conducted or designated weekly hour supervision with student.					

Comments:

If applicable:

Task Supervisor Name and credentials: \_\_\_\_\_

<b>Rating</b>	<b>Excellent 5</b>	<b>Good 4</b>	<b>Average 3</b>	<b>Poor 2</b>	<b>Unsatisfactory 1</b>
Supported day-to-day guidance on tasks/projects					
Demonstrated ethical and professional behavior					
Provided feedback and support/					

Comments:

## Appendix B

### Bluffton University Social Work Program

#### Model for Generalist Practice Planned Change Process

<b>Phases</b>	<b>Micro Practice</b>	<b>Mezzo Practice</b>	<b>Macro Practice</b>
<b>Phase 1 Intake and Engagement</b>	Connecting with and establishing a relationship with a client system of individual or family.	Forming a group: screening/assessing potential group members, pre-group preparation.	Identifying populations at risk (locality based or issue based), or organizations in need of change.
<b>Phase 2 Data Collection and Assessment</b>	Use of techniques for interviewing and information gathering from individuals and families and with client system's environment. Analysis and interpretation of data within an ecological perspective to identify strengths and needs.	Assessing individual strengths and needs, group cohesion, group dynamics.	Using survey techniques, information gathering from key informants, and use of existing reports/studies/demographic data to determine strengths and needs of organizations, neighborhoods, communities and populations.
<b>Phase 3 Planning and Contracting</b>	Developing case service plan through a partnership with the client system. Identify mutually agreed upon objectives and tasks for worker and client. Plan includes mechanism for monitoring and evaluating outcomes.	Identifying and clarifying individual and group goals, clarifying leader and member roles, developing trust.	Developing service plans, social programs, organizational change strategies, through partnerships with the client system. Identify mutually agreed upon objectives and tasks for the action system. Monitoring and evaluation.
<b>Phase 4 Intervention and Monitoring</b>	Worker and client each carry out tasks of the plan. Worker monitors progress of the plan.	Developing internal leadership and mutual aid, providing appropriate structure, providing support and challenge in meeting goals.	Action system (committees, groups, etc.) carry out tasks of the plan. Worker helps monitor progress of the plan.
<b>Phase 5 Evaluation and Termination</b>	Worker and client examine outcomes and process to systematically learn from the experience and reinforce gains. Tasks of terminating the helping relationship	Consolidation of the learning, evaluating the group experience, termination of the group. Referral and follow-up as appropriate.	Worker with client system examines outcome and process to systematically learn from the experience, and report to grant/funding sources. Reinforce gains.

## Appendix C

### Standard Field Work Agencies

These are examples of agencies in which Bluffton students have done field placement.

Listing these agencies does not guarantee placement.

<p>Allen Correctional Institution 2338 N West St. P.O. Box 4501 Lima, OH 45801 Phone: 419-224-8000, ext. 2020 <a href="http://www.drc.ohio.gov/aoci">www.drc.ohio.gov/aoci</a></p>	<p>Allen County Job and Family Services 1501 S. Dixie Hwy, P.O. Box 4506 Lima, OH 45802 Contact: Paula Siebeneck Phone: 419-999-0206 <a href="https://acjfs.org/">https://acjfs.org/</a></p>
<p>Allen County Board of DD 2500 Ada Road Lima, OH 45801 Phone: 419-221-1385</p>	<p>Area Agency on Aging, PSA 3 2423 Allentown Rd or 892 ct# Cable Lima, OH 45805 Phone: 419-879-2392 <a href="http://www.aaa3.org">http://www.aaa3.org</a></p>
<p>Allen County Children Services Board 123 W Spring St Lima, OH 45801 Phone: 419-227-8590 <a href="http://www.allencsb.com/">http://www.allencsb.com/</a></p>	<p>Allen County Council on Aging 215 N Central Ave Lima, OH 45801 Phone: 419-228-5135 <a href="http://www.accoa.org">http://www.accoa.org</a></p>
<p>Allen County Common Pleas Court-Juvenile Division- Detention Center-Rehabilitation Dept. 1000 Wardhill Avenue Lima, OH 45805 Phone: (419) 998-5286</p>	<p>Bridge Home Health &amp; Hospice 15100 Birchaven Ln Findlay, OH 45840 Phone: 419-423-5351 <a href="http://www.bvhealthsystem.org/?id=32&amp;sid=1">http://www.bvhealthsystem.org/?id=32&amp;sid=1</a></p>
<p>Blanchard Valley Health System Social Services Dept. 145 W Wallace St Findlay, OH 45840 Phone: 419-423-5340 <a href="http://www.bvhealthsystem.org/">http://www.bvhealthsystem.org/</a></p>	<p>Children Mentoring Connection 305 E Lincoln St, Findlay, OH 45840 Phone: (419) 424-9752 <a href="https://cmchancock.org/">https://cmchancock.org/</a></p>
<p>Children's Protective Serv./Social Serv. (Hancock Co, Job &amp; Family Services) 7814 County Rd. 140 Findlay, OH 45840 Phone: 419-429-8079</p>	<p>City of Lima Community Development Dept 50 Town Square Lima, OH 45801 Phone: 419-221-5177 <a href="http://www.cityhall.lima.oh.us/index.aspx?nid=118">http://www.cityhall.lima.oh.us/index.aspx?nid=118</a></p>
<p>Coleman Behavioral Health 799 S. Main St. Lima, OH 45804 (Multiple sites) Phone: 419-229-2222 <a href="http://coleman-bh.com">coleman-bh.com</a></p>	<p>Crime Victim Services 330 N. Elizabeth Street Lima, OH 45801 (Multiple sites) Phone: 419-222-8666 <a href="http://www.crimevictimservices.org/">http://www.crimevictimservices.org/</a></p>
<p>Crossroads Crisis Center 2321 W Market St. Lima, OH 45805 Phone: 419-228-4357 <a href="https://crossroadscrisiscenter.com/">https://crossroadscrisiscenter.com/</a></p>	<p>Equitas Health 658 West E Market St #215, Lima, OH 45801 Phone: (419) 222-0827 <a href="https://equitashealth.com/">https://equitashealth.com/</a></p>
<p>Elida Elementary School 300 Pioneer Rd,</p>	<p>Elida Local Schools 4380 Sunnydale Ave.</p>

Elida, OH 45807	Elida, OH 45807 Phone: 419-331-2505
Family Resource Center, Inc 530 S Main St, Lima, OH 45804 (Multiple sites) Phone: (419) 222-1168 <a href="http://www.frcoho.com/external/hancock.htm">http://www.frcoho.com/external/hancock.htm</a>	Fox Run Manor 11745 Twp Rd 145 Findlay, OH 45840 Phone: 419-424-0832 <a href="http://www.foxrunmanor.com/">http://www.foxrunmanor.com/</a>
Hardin Co Job & Family Services 175 W Franklin St, Suite 150 Kenton, OH 43326 Phone: 4196756127 <a href="http://www.hardincountyjfs.net/">http://www.hardincountyjfs.net/</a>	Health Partners of Western Ohio – Gene Wright Center 441 E 8 <sup>th</sup> St, Lima, OH 45804 Phone: 419-221-3072 <a href="http://www.hpwohio.org">http://www.hpwohio.org</a>
Help Me Grow Allen County Board of DD 616 S. Collett St. Lima, OH 45805 419-221-0014 ext. 5149 <a href="mailto:blass@acbdd.org">blass@acbdd.org</a>	Hilty Memorial Home 304 Hilty Drive P.O. box 359 Pandora, OH 45877 Phone: 419-384-3218 <a href="http://www.hiltyhome.org/">http://www.hiltyhome.org/</a>
Hope House The Family Center 1800 Blanchard St. #106 Findlay, OH 45840 Phone: 419-425-4673 <a href="https://findlayhopehouse.org/">https://findlayhopehouse.org/</a>	LGBTQ+ Spectrum of Findlay 521 South Main Street, Suite 407 Findlay, OH 45840  <a href="https://spectrumoffindlaylgbt.org/">https://spectrumoffindlaylgbt.org/</a>
Lima City Schools Lima South Alternative 755 St. Johns Avenue Lima, Ohio 45804 Phone: 419-996-3400	Lima Memorial Hospital 1001 Bellefontaine Ave Lima, OH 45804 Phone: 419-228-3335 <a href="http://www.limamemorial.org/">http://www.limamemorial.org/</a>
Mennonite Memorial Home 410 W Elm St Bluffton, OH 45817 Phone: 419-358-1015 <a href="http://www.mmhliving.org/">http://www.mmhliving.org/</a>	New Directions of CCI Soteria House Bellefontaine, Ohio 43311 Phone: 937-404-2365
Oakwood Correctional Facility 3200 N West St Lima, OH 45801 Phone: 419-225-8052 <a href="http://www.drc.ohio.gov/aoci">www.drc.ohio.gov/aoci</a>	Pathfinder House Inc. 620 S Main St P.O. Box 1073 Lima, OH 45802 Phone: 419-228-1112
Pathways Counseling Services, Inc. 835 N Locust St Ottawa, OH 45875 Phone: 419-523-4300 <a href="http://www.pathwaysputnam.org/">http://www.pathwaysputnam.org/</a>	PKM Life Transitions 12968 Hardin Pike Rd. Wapakoneta, OH 45895 419-722-8853 <a href="http://Pkmlifetransitions.com/pkmlt.html">Pkmlifetransitions.com/pkmlt.html</a>
SAFY Behavioral Health of Lima 658 W. Market St. Suite 101 Lima, OH 45801 Phone: 419-222-1527 <a href="https://www.safy.org/ohio">https://www.safy.org/ohio</a>	Shawnee Manor 2535 Ft Amanda Rd. Lima, OH 45804 Phone: 419-999-2055 <a href="http://www.shawneemanor.com/">http://www.shawneemanor.com/</a>
St Rita's Medical Center	

Social Services Dept 730 W Market St. Lima, OH 45801 Phone: 419-227-3361, ext. 9255	
West Ohio Food Bank 1380E. Kibby St. Lima, OH 45804 Phone: 419-222-7946 <a href="http://www.westohiofoodbank.org/">http://www.westohiofoodbank.org/</a>	Worth Center 243 E Bluelick Rd P.O. Box 5305 Lima, OH 45802 Phone: 419-222-3339 <a href="http://worthcenter.net/">http://worthcenter.net/</a>

## **Appendix D**

### **Code of Ethics of the National Association of Social Workers**

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

#### **Preamble:**

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

#### **Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, and agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a



moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

### **ETHICAL PRINCIPLES:**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

#### **Value: Service**

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

#### **Value: Social Justice**

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

#### **Value: Dignity and Worth of the Person**

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

#### **Value: Importance of Human Relationships**

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

#### **Value: Integrity**

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

#### **Value: Competence**

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**ETHICAL STANDARDS:**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern:

- (1) Social workers' ethical responsibilities to clients,
- (2) Social workers' ethical responsibilities to colleagues,
- (3) Social workers' ethical responsibilities in practice settings,
- (4) Social workers' ethical responsibilities as professionals,
- (5) Social workers' ethical responsibilities to the social work profession, and
- (6) Social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

The full code of ethics can be found at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## **Appendix E: Student Portfolio Description**

### **SWK 405: Social Work Capstone PORTFOLIO**

- Competency 1:** Demonstrate Ethical and Professional Behavior
- Competency 2:** Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 3:** Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Competency 4:** Engage in Practice-informed Research and Research-informed Practice
- Competency 5:** Engage in Policy Practice
- Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Students are asked to complete a series of papers that describe how they have interacted with the Planned Change Process within their respective agencies. Students are asked to complete papers throughout the semester for feedback and the ability to edit. The students are then asked to submit a portfolio at the end of the semester of all the papers together with a final reflection paper. Due dates of papers are in the schedule and description of papers are below.

## The Agency Context of Practice

In order to have a more comprehensive understanding of your agency, and to respond to the goal of “who / what is your agency” and “is your agency doing what it said it was going to do” by its mission statement, **please answer the following questions and then write a one to two page reflection that summarizes your interview and answers to the questions.** Completion of this assignment may require several interviews with your field instructor or other staff recommended by your field instructor. Please type your answers to the questions and attach the reflection. Include a cover sheet with your name, name of agency, date, and professor’s name.

1. What is the legal name of your agency and the mission statement of your agency? Is your agency a private non-profit, private for-profit, a public agency?
2. Describe the members of the Board of Directors (number of members, gender, race, experience each brings to the Board).
3. Name the programs provided by your agency; the criteria for receipt of services for each program, and the criteria for discharge.
4. “Do the clients served by your agency often fall into certain demographic categories such as age, sex, ethnicity, socioeconomic class, level of education, religion, or language?” (Garthwait, 2008). Describe your findings.
5. What are the pre-determined outcomes of the agency and how is data collected and analyzed? How is outcome data information presented to Board members, the Executive Director, and staff? How is data used in your agency?
6. How are programs funded? Name all sources of funding for each program.
7. Who participates in the evaluation process of each program? What methods are used to evaluate progress (survey, focus groups etc)? How is the progress of individuals evaluated?
8. Who licenses / certifies your agency and its programs? Do these licensing / certification bodies do on-site reviews? If so, what is the nature of each review and how is the information gathered from the review used by the agency?
9. Does your agency work in partnership with or collaborate with other agencies. Describe the purpose of the partnership / collaboration. How does this impact the operation of your agency?

Garthwait, Cynthia L. (2008) *The Social Work Practicum: a guide and workbook for students.* (6<sup>th</sup> ed.) Boston: Pearson Press.

### The Context of Practice Rubric

Measure	Exceeds Criteria (15pts)	Meets Criteria (10 pts)	Meets Some Criteria, Needs Work (5pt)	Does not meet criteria (0pts)	Points Awarded	Comments:
<b>Questions Completed</b>	All 9 questions answered on the worksheet	6-8 questions answered	4-5 questions answered	Fewer than 4 were answered		
<b>Communication of information</b>	Documentation was clear and easy to read, written professionally	Documentation was readable	Some difficulty in reading information	Unable to read document		
<b>Information Gathered</b>	Multiple examples given for each question	Adequate information given for each question	Some information given, mostly one comment answers	Little information provided and not all questions answered		
<b>Access to services within reflection</b>	Student linked information on worksheet to analysis, creative and solution focused	Student provided insightful reflection	Student had ideas, but did not demonstrate knowledge of agency	No reflection completed		
<b>Reflection length</b>	One - two full pages, 12 pt font	1 full page	Less than page	Less than half of a page		
Total: 50						

## **Assessment Paper**

The assessment paper is to demonstrate your ability to perform practice behaviors essential for the field of social work. The work you complete is to evidence the skill development gained within your practicum that will allow you to become a competent professional. The material you submit will be a sample of your work.

How does your agency assess their cliental? Use an assessment tool your agency uses. If there is not a tool, please speak to your supervisor about how assessment is conduct and describe this. The assessment must be in alignment with the NASW code of ethics, while being completed with the client system. All identifying information must be deleted or obliterated to maintain confidentiality. The assessment and plan is to prepare the client for action or change as it collects and organizes client data to be interpreted as a means to develop mutually agreed upon intervention goals. This project is to be carried out utilizing the ecosystem perspective model, with awareness and sensitivity to cultural and human diversity components. Models of assessment should be analyzed to ensure correct process for client is implemented.

Please include a 1-2 page narrative providing the context for the assessment with an account of the steps you took to complete these tasks. A blank assessment tool must be attached to the paper

### Rubric Assessment

Measure	Exceeds Criteria	Meets Criteria	Meets Some Criteria, Needs Work	Does not meet criteria	Points	Comments:
<b>The assessment is performed in a manner consistent with and appropriate for the agency.</b>	Professional, clear and concise language used	Somewhat professional and clear	Somewhat professional	Lacks professionalism and clarity		
<b>Knowledge and understanding of the ecosystems perspective model is critically applied in assessment and planning for client system.</b>	Theory was well established, and all levels are considered, clearly and professionally.	The theory was somewhat established	They were discussed superficially and not concise and levels considered	The theory was not discussed		
<b>Categories of assessment are discussed</b>	Categories of assessment within the student's specific agency are professionally and clearly discussed	Some of the categories are discussed professionally	Categories of assessment are superficially discussed but not explained	Categories are not discussed.		
<b>The student applied critical thinking to inform and communicate professional judgments by analyzing models of assessment</b>	Student linked information assessment to the ecosystem perspective model	Student provided insightful reflection	Student had ideas, but did not demonstrate knowledge of agency	No reflection completed		
<b>Reflection length</b>	Three full pages, 12 pt. font	1-2 full page	1 page	Less than half of a page		
<b>Total</b>					100	

## Intervention Paper

The intervention paper should include a reflection of the student's intervention with a client system, demonstrating their skills in helping. The intervention may be with an individual, a family, or a group session. The intervention must apply strategies of ethical reasoning to assist in client system decision making and advance social and economic justice. The intervention may be a one-time only intervention.

### Rubric for Intervention Paper

Measure	Exceeds Criteria	Meets Criteria	Meets Some Criteria, Needs Work	Does not meet criteria	Points	Comments:
<b>The intervention is performed in a manner consistent with and appropriate for the agency.</b>	Professional, clear and concise language used	Somewhat professional and clear	Somewhat professional	Lacks professionalism and clarity		
<b>Knowledge and understanding of the ecosystems perspective model is critically applied in the intervention and planning for client system.</b>	Theory was well established and all levels are considered, clearly and professionally.	The theory was somewhat established	They were discussed superficially and not concise and levels considered	The theory was not discussed		
<b>Critical thoughts of intervention are considered</b>	Intervention within the student's specific agency are professionally and clearly discussed	Some of the categories are discussed professionals	Categories of assessment are superficially discussed but not explained	Categories are not discussed.		
<b>The student applied critical thinking to inform and communicate professional judgments by analyzing models of assessment</b>	Student linked the intervention to the ecosystem perspective model	Student provided insightful reflection	Student had ideas, but did not demonstrate knowledge of agency	No reflection completed		
<b>Reflection length</b>	5 full pages, 12 pt. font	3-5 full page	Less than 3 pages	Less than half of a page		
<b>Total</b>					100	



## **Macro Paper**

The macro paper is intended to further develop your skills and knowledge in social work practice with organizations and communities. Ultimately, social workers are impacted by the economic, social, and political forces in the client systems they serve. As a generalist practitioner, social workers must have the ability to implement changes in an organization, community, and potentially a state and/or governmental entity to improve the overall conditions clients are affected by. You will consult with your field instructor and other proper authority figures in your agency to gain permission to work on a project that will address this problem.

This paper requires you to become aware of a need on the macro level through established or conducted research that identifies a problem or gap in service. You will access literature that reflects models of practice of the issue you are considering changing or developing that will prepare you to move forward with advocating for a change. This problem must have a component that is connected to impact of clients served within your agency. The paper must fit within the agencies mission and goals for work with their target population.

### Rubric for Macro Paper

<b>CATEGORY</b>	<b>All points</b>	<b>Some points</b>	<b>Half or less points</b>	<b>Points and comments</b>
<p><b>Student identifies a macro issue that is affecting their agency.</b></p> <p><b>10 points</b></p>	<p>The student clearly explained the macro issue and how this has impacted on their agency.</p>	<p>The student somewhat explained the macro issue and how this has impacted on their agency.</p>	<p>The student did not explain the macro issue and how this has impacted on their agency.</p>	
<p><b>The student identifies and clearly explains how the Marco issue impacts on all 5 levels of the ecological perspective model</b></p> <p><b>20 points</b></p>	<p>Student identified all levels and clearly discussed how the Marco issue impacts on this</p>	<p>Student identified some levels and loosely discussed how the Marco issue impacts on this</p>	<p>Did not identify levels nor discussed the impact of the issue on the various levels.</p>	
<p><b>The student identifies 2 outside sources (1 media source and 1 academic article).</b></p> <p><b>10 points</b></p>	<p>Identified 2 outside sources (1 media source and 1 academic article) and clearly explained the relevance of these articles to the Macro issue.</p>	<p>Identified less than 2 outside sources (1 media source and 1 academic article) and or did not clearly explain the relevance of these articles to the Macro issue.</p>	<p>No sources identified</p>	
<p><b>The student provided a critical reflection Around the issues of the Macro topic discussed.</b></p> <p><b>10 points</b></p>	<p>The student was able to objectively critique the Macro issue and how this has impacted the agency and the ecological model.</p>	<p>The student was somewhat limited within their critique of the Macro issue and or struggle to show how the issue impacted the specific levels of the ecological model</p>	<p>The student did not provide a reflection.</p>	
<p><b>Total points= 50</b></p>				