

Grand View University
Field Education Manual

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Grand View University Social Work Program

Grand View is a not-for-profit liberal arts university offering bachelor and master's degrees. It is a private institution affiliated with the Evangelical Lutheran Church in America. Founded in 1896 by Danish immigrants, Grand View has more than a century of focus on lifelong learning and emphasis on the “whole person,” a perspective that dates from the principles of the Danish Folk School. Grand View has a diverse student body in a career-oriented, liberal arts–grounded curriculum at two campus locations in greater Des Moines.

The mission of Grand View is to engage, equip, and empower students to fulfill their individual potential and serve society. Grand View is committed to the development of the whole person – mind, body, and spirit – and to preparing students for successful careers and responsible citizenship both in their communities and in a diverse and changing world. Grand View offers a liberal arts education with goals that reflect the values and purpose of the social work profession.

The Social Work Profession

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. 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
 - Integrity
 - Competence
 - Social Justice
 - Importance of human relationships
 - Dignity and worth of the person
- From *Restoring Hope: The Power of Social Work*, NASW Annual Report 2011-2012

Social Work at Grand View University

Mission of Social Work Program

The Grand View University Social Work program’s mission is to *develop professional social workers to serve as agents of change among the individuals, families, communities and organizations served*. With a commitment to social justice, social work students learn the core competencies necessary to operate as transformational professional social workers. Graduates are dually prepared to contribute to the field at the generalist practice level and continue with advanced graduate education.

The Grand View social work program is shaped by the core values central to the social work profession, including; service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. Grand View University, as a liberal arts institution emphasizing “a rigorous education that prepares student for successful careers and inspired lives” provides a supportive context for social work values-based education, and subsequently, for the field education experience.

The Grand View Social Work Program is shaped by the knowledge, values, and skills central to the social work profession. Grand View social work students will gain:

- Theoretical and historical **knowledge** through classroom, experiential learning opportunities, and generation of research;

- A deep understanding of the social work **values** of service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence, human rights, and scientific inquiry that guide the profession; and
- **Skills** via classroom activities and field education as a means of developing practice wisdom.

Functioning as a model for social work practice, the social work student education at Grand View University is delivered using a strengths-based empowerment perspective. With emphasis on bridging social work research and practice, active learning opportunities present a comprehensive social work education and prepares students to enter the field as well-rounded social work professionals.

The social work program and faculty are committed to contributing to the professional field by way of teaching, scholarship and service. Faculty also mentor students in developing an ethical professional social work identity dedicated to constant learning in an ever-changing field. Graduates are prepared to think critically, respect diversity, and use multiple resources from scholarship and practice to empower clients to meet their goals.

The Grand View Social Work Program goals are reflective of the program’s mission. Goals are listed below.

Goal 1: Prepare students for competent and effective entry-level generalist professional social work practice with individuals, families, groups, organizations, and communities through mastery of the knowledge, values, and skills that inform the nine core competencies.

Goal 2: Prepare students to think critically, using the values, codes of ethics, and research base of the profession.

Goal 3: Prepare students to use prevention and intervention methods to work effectively in changing contexts with diverse populations, drawing on people’s strengths and resilience.

Faculty

The Grand View social work program currently consists of two full-time faculty members and possible adjunct faculty, each of whom meets the accreditation requirements for the Council on Social Work Education:

Cathy Beck-Cross, EdD (Drake University), MSW (University of Iowa), Associate Professor of Social Work, Social Work Program Director

Myke Selha, MSW (University of Iowa), Assistant Professor of Social Work, Field Education Director

Kimberlee Gregory, MSW (University of Iowa), Assistant Professor of Social Work

Equal Opportunity and Non-Discrimination

The Grand View social work program does not unlawfully discriminate on the basis of race, religion, creed, color, sex, sexual orientation, gender identity, marital status, age, national origin, ancestry, disability, military status, or other classification protected by local, state, or federal law in applications for admission.

Grand View University is committed to providing for the needs of students who have disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and Amendments Act of 2008. It is the policy of Grand View that reasonable and appropriate services and support be made available for any student who, through a recent assessment, can document a disability.

Field Education

Bachelor level social workers are qualified to practice as a generalist in a variety of settings, including public child welfare; behavioral, health, and mental health services; school settings; aging resources; juvenile justice; developmental disabilities; and substance abuse treatment. A student with a bachelor's degree in social work will have opportunities to practice with individuals of all ages, families, and community engagement activities. Field education is the signature pedagogy of social work, and allows the student the opportunity to connect the knowledge, skills, and values learned throughout the academic experience with practice in a professional setting.

Students begin their field placement during the first week of classes and continue through the last week of the Spring Semester. Students who want exceptions, such as beginning placement prior to the start of the semester, ending a placement early, or extending placement beyond the end of the semester, can do so only with the full knowledge and consent of the field education director and field instructor. Students may complete and count up to ten (10) hours of agency orientation activities prior to the start of their field experience. Any more time required over ten (10) hours need to be cleared with the field education director.

Students often travel to meetings, clients' homes, and other agencies in the course of their field experience. Students may count the time used for this travel during their "agency day." However, students may not count the time they travel to and from the agency from their place of residence that starts and concludes their "agency day."

The student may count time spent in seminars (e.g., trainings, workshops, or conferences) offered by the placement agency towards their field experience. If the seminar is scheduled during the work day, the student may count the time spent traveling to and from the seminar. If the seminar is at the onset of the work day or at the end of the work day, the student cannot count that travel time to the seminar from home or from the seminar to home.

During their time of their field experience, students often have the opportunity to attend professional development training outside of their field agency. Students may count the time spent at these trainings, provided that the agency instructor has approved the training, and if it is of a professional nature related to social work and likely to enhance student development as a professional. Students may not count any time involved in overnight stays or other time associated with training other than the actual training hours and travel time of one hour or more, to and from the event. Travel time is defined as the time spent in a vehicle traveling to or from the event. This does not include time waiting in an airport, bus station, etc.

Goals of the Field Education Experience

The goal of Grand View Social Work Program field education is to provide the student with opportunity to apply academic learning to practice in a setting where supervision and guidance are provided in order to prepare the student for professional practice upon graduation. The goals of the field education experience reflect the *core competencies* and related *practice behaviors* from the Council on Social Work Education (EPAS 2008). Each of the core competencies and related practice behaviors is included within the student's field Education Learning Plan (see section on *Evaluation of Student Learning and Field Setting Effectiveness*, below) and are assessed at the completion of the field education experience. The goals of field education are as follows:

CORE COMPETENCY AND RELATED PRACTICE BEHAVIORS

Competency 1: Demonstrate Ethical and Professional Behavior

Practice behaviors:

- 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/or additional codes of ethics as appropriate to context.
 - Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
 - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
 - Use technology ethically and appropriately to facilitate practice outcomes.
 - Use supervision and consultation to guide professional judgment and behavior.
-

Competency 2: Engage Diversity and Difference in Practice

Practice behaviors:

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

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

Practice behaviors:

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

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

Practice behaviors:

- Use practice experience and theory to inform scientific inquiry and research.
 - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
-

Competency 5: Engage in Policy Practice

Practice behaviors:

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

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

Practice behaviors:

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

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

Practice behaviors:

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

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

Practice behaviors:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Practice behaviors:

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

Within this document, the *Field Education Director* is the Grand View faculty member who is responsible for assisting the student in selecting the placement site and providing oversight during the student's placement. The *field instructor* is the social work professional who provides supervision to the student during the field placement. In the event that the field site does not have a suitable employee for the field instructor role, the field director will appoint a social worker outside of the agency to fill this role.

Admission to Field Education

The criteria for admission to the field education program reflect the criteria for maintaining enrollment in the Grand View social work program:

- At least sophomore standing at time of acceptance into the program
- 2.5 GPA in all courses required for the major, with a minimum of a C in each
- 3.0 GPA in all required social work courses, if student intends to apply for advanced standing to graduate school in social work
- Completion of formal application (submitted fall of senior year) for admission to field education (completed spring of senior year)
- Continued demonstration of suitability for the profession, as evidenced by adherence to the NASW Code of Ethics and average score of at least 80% on Professional Behavior Assessment assessed in each social work class

The Field Education Director will verify eligibility, based on the above criteria, for field education prior to the start of the semester in which it is to occur.

Selection of Field Education Settings

Students will complete a pre-application for field placement in the spring term of the year prior to the expected year of the placement. The pre-application will include information about the student's professional interests as well as ideas about potential placement agencies, which will guide the selection of the field education placement. Students will meet with the Field Education Director to review the information included in the application and discuss potential placement sites.

Field education hours may not be completed at an organization where the student works, unless the hours are completed in an area that offers a *new educational experience* for the student. The Field Education Director will negotiate arrangements for field instruction at the agency where the student completes the 450-hour placement.

The agency where the student is to complete the field education hours must provide

- A professional level of social work services that reflect adherence to the NASW Code of Ethics.
- Programming that reflects BSW-level generalist social work practice.
- The ability to carry out the organization's services without the support of the student.
- The ability to offer adequate hours to allow the student complete the field education within the assigned term.
- Adequate working space for the student and access to necessary resources during the placement to carry out the assigned field work.
- An onsite field education instructor with a BSW or MSW from a CSWE-accredited program. In the case of an agency that does not have a field education instructor who meets these requirements, the Grand View Field Education Director or designee serves as the field education supervisor, and an agency representative must still be available to serve as a supervisor of the tasks in which the student will be engaged during the field placement.

Required Learning Experiences

To ensure equity in the variety of opportunities offered by placement sites, students need to minimally engage in the following during their field experience. The emphasis on each of the areas will differ for each student as the agency settings are different. Best practice dictates that experiences are to be graduated from simple to complex, from concrete to abstract, and from team functioning to (where appropriate) independent functioning.

- Orientation to agency - including introductions to all staff, tour of facilities, explanation of office procedures, place of the agency in the social service network, etc.
- Experiences in engagement and assessment (Examples: intakes, family/organizational/community needs assessment, social history, etc.)
- Experiences in using the problem-solving process with a client or client system (Examples: case management services, treatment delivery, crisis management planning/services, evaluating progress, discharge planning, client termination activities/case closure)
- Experiences with groups (Examples: staff meetings, client groups organized for various purposes, large community groups)
- Experiences in community activities (Examples: understanding agency's role in community, network with other agencies, participate in planning public education display or program, outreach activities):
- Experiences in understanding administrative process (Examples: staff meetings, funding, budget planning, board meetings)

- Experiences with written work (Examples: summaries, letters, psychosocial histories and assessments, treatment notes)
- Experiences in advocating for human rights at the individual and systemic level (Examples: lobbying, assessing agency policies for inclusivity)
- Experiences in evaluating evidence of effectiveness of interventions and/or policies (Examples: review best practices of a particular evidence-based intervention, complete an analysis of proposed legislation or a currently existing policy.)

The agency field education instructor will also be required to provide a resume or vita reflective of professional experience and educational attainment in order to demonstrate completion of a BSW or MSW from an accredited educational institution.

Roles and Responsibilities

Director of Field Education: The field director has oversight of the field program. The person in this role is responsible for the administration of the field program which includes planning the program, development of placement processes, advising students, maintaining the field manual and field forms, and placing students in appropriate agencies. The responsibilities of the field director include:

- Secure agencies which meet the criteria for the placement of GUV social work students;
- Evaluate the appropriateness and adequacy of supervision of students offered by the agency and provide field instructor orientation sessions;
- Enroll students into the field placement process during the Practice II class and hold orientation meetings prior to the term in which students are placed;
- Meet with students, who meet the department's criteria for field, and work closely with them until a placement is secured;
- Monitor student progress in placement and oversee adjustments in education learning plans, assignments, etc., where appropriate;
- Interpret the department's program and policies to the agency instructor and to relate these to the student's objectives when the need arises;
- Notify appropriate persons of changes in supervision and/or addresses as well as the emergence of any problems;
- Teach senior seminars during the term in which the field placement is completed.
- Assist in securing an alternative placement, in the event that a placement disruption occurs; and
- Administer field program evaluations and student self-efficacy evaluations at the end of the field experience.

Field Instructor: The field instructor is the individual at the agency who met criteria for supervising an undergraduate social work student and agrees to provide supervision through the field experience. The responsibilities of the agency instructor include:

- View/attend field instructor orientation sessions prior to taking a GUV social work student for their field experience;
- To give the student an understanding of the particular agency; to orient the student to the agency's functions, purpose, and structure; to give the student some idea of how the agency fits into delivery of service pattern for the community;
- To be aware of the "emotional impact of field instruction" and to prepare the student to cope with it; to help the student identify and understand his/her role, to introduce him/her to staff members and

make it easy for him/her to feel a part of the agency, to arrange for the student to attend staff meetings, to introduce students to other staff personnel, etc.;

- Develop, in consultation with the student, an Educational Learning Plan that includes the required field learning experiences for undergraduate students;
- Provide appropriate assignments which will give students exposure to all facets of the agency. As the student shows growth in learning and development of self-awareness, assignments should increase and reflect recognition of this growth. In agencies where multi-problems are addressed, students should have a balanced load;
- Provide time for attendance at seminar sessions with University faculty;
- Provide ongoing evaluation of student. If at any time that student's level of performance is questionable, to inform the student and the faculty liaison; to contact the faculty liaison in early if there are problems with the student in the agency; and
- Hold regular instructional sessions with the student, preferably no less than once per week.

Faculty Liaison: (Note: In the absence of a Faculty Liaison, the below responsibilities will be carried out by the Field Education Director.)

When the student begins the placement, a faculty liaison is assigned to oversee the field experience, is responsible for the student, and maintains close contact with the student and agency instructor throughout the placement. Faculty assigned as field liaisons consult on how best to divide students. The responsibilities of the faculty liaison include:

- Contacts the student and agency instructor to inform them of their roles and to answer questions or concerns they might have;
- Constructs a syllabus for the field course and identifies appropriate academic reading materials (content), as part of the student learning experience;
- Inform the agency instructor and student of the Education Learning Plan, its importance and the due date of completion of this document;
- To monitor student progress in placement and oversee adjustments in Educational Learning Plans, assignments, etc., where appropriate;
- To interpret the department's program and policies to the agency instructor and to relate these to the student's objectives when the need arises;
- To notify appropriate persons of changes in supervision and/or addresses as well as the emergence of any problems;
- To teach senior seminars for students placed with them. As a part of this responsibility, arrange for remote participation for students placed in distance field placements;
- To hold evaluation conferences at least twice during the term, typically a midterm and a final conference, with the student and agency instructor;
- If the agency instructor possesses an undergraduate degree in a field that is related to social work, the faculty liaison will make an additional agency contact to the agency instructor within the first 3 weeks of the field placement to promote a positive start to the field experience. The faculty liaison will also assist with developing the Education Learning Plan as needed along with the student and agency instructor to ensure that the social work perspective is evident in terms of social justice, policy and advocacy work as to relates to the student's field experience; and
- To determine the final grade (credit/no credit) for the student based upon seminar participation, field assignments and field evaluations.

Student: The responsibilities of the student include:

- Attend a field orientation session as arranged by the field director and complete all preplacement activities by the deadline provided;
- Conduct themselves as professionals during their agency internship;
- Report for field instruction agency work as required and be prepared to complete responsibly a day's work;
- Report directly to the agency instructor in the agency if unable to report for work. To arrange with the agency instructor the rescheduling of hours missed in order to fulfill the required hours of Field Instruction. Agency holidays, not University holidays, apply. (Required hours are a minimum of 450 clock hours);
- Notify the faculty liaison/field director if unable to be present at the agency as planned. If a student is absent from the agency for a significant period (including illness), it may be necessary to terminate the agency placement;
- Adhere to all agency regulations and requirements including policies pertaining to sexual harassment;
- Take initiative and responsibility for learning activities which includes discussing with agency instructor areas of learning in which student would like to engage;
- Maintain agency records as required;
- Engage fully and in all activities planned (i.e., visits, conferences, evaluations);
- Review continually, internalize and adhere to the Social Work Code of Ethics, with particular reference to such principles as confidentiality and the client's right to self-determination;
- Assess continually the appropriateness of the placement based upon the Education Learning Plan, interaction with staff, etc.;
- Attend senior seminar as arranged;
- Make her/his own living arrangements. Meals and transportation to and from the agency are also the responsibility of the student.

Placement and Monitoring of Students

Unless located outside the central Iowa area, prior to the student's placement at the agency, the Field Education Director will conduct a site visit to confirm the organization's ability to address the criteria discussed in the section above, *Selection of Field Education Settings*.

If the student's placement is to be completed outside the central Iowa area, the Field Education Director will work with the student to identify a field education supervisor. If a site visit by the Field Education Director cannot be completed, other means of visual contact (e.g., Skype) will be used to ensure the agency is able to address the expectations of field placement setting. The Field Education Director will work with the student to identify a field education instructor who is able to provide oversight at the agency where the placement hours are completed.

Within the first three weeks of the student's placement, an Education Learning Plan will be developed by the student, the field education instructor, and Field Education Director. The Education Learning Plan (see Appendix A) provides assurance for both the student and the agency that the activities occurring within the field placement are ones that will help the student demonstrate the core competencies and practice behaviors of the profession.

Field education hours may not be completed at an organization where the student works, unless the hours are completed in an area that offers a new educational experience for the student. In the case of this situation, the Field Education Director will verify with the student's employer that the field placement offers a different

educational experience than responsibilities completed by the student as an employee. To ensure the education experience is unique, it is expected that there be a different supervisor overseeing the field experience.

Special Site Requirements

Increasingly, hospitals and medical centers are requiring that student interns provide proof of liability/malpractice insurance before a placement can begin. In addition, they usually need a completed background check, proof of certain immunizations and specialized training to be completed. During the field placement interview, students need to inquire about required liability coverage, background checks and specialized training (e.g., airborne pathogens, universal precautions). Students who accept internship positions at agencies that require liability/malpractice insurance coverage, immunizations, specialized training, background checks and/or proof of health insurance are financially responsible for obtaining those required documents, unless the agency is willing to do so.

Liability/Malpractice Insurance Coverage

Grand View University does not provide students with liability coverage during the social work field placement. Social work undergraduate students are strongly urged to have a liability/malpractice insurance policy purchased before they begin their field placement experience. Students can purchase liability coverage for field through NASW's Insurance Trust. The social work department has applications to NASW and the NASW Insurance Trust. Students need to be NASW members before they can purchase its liability insurance for field placement. This process can take weeks and should therefore, be pursued immediately.

Immunizations

The social work department does not give immunizations nor keep any records of student immunization history. It is the student's responsibility to inquire about which immunizations are required for the field placement and to secure any ones needed.

Specialized Training

Hospitals often want students to have specialized training in medical related matters (for example, occupational exposure to blood borne pathogens and basic cardiac life support skills). The social work department does not provide training or orientation on medical specialized training nor does it keep records on any medical training students may have completed outside the department. Ask the field agency what is required of you.

Background Checks

If required, the agency needs to do this or may require the student to gather this information. Ask the agency what system they use to conduct background checks.

Student Health Insurance

Hospitals may want proof of student health insurance to cover emergency health care for illnesses or injuries resulting from the field experience.

Evaluation of Student Learning and Field Setting Effectiveness

The student's progress will be assessed using the *Field Education Instructor Assessment of Student Competency* (see Appendix B). The Field Education Director will conduct a minimum of two site visits to agency where each student is placed, with additional site visits scheduled as needed. The first site visit will occur during the first four weeks, and the second visit will occur near the end of the placement. During the first visit,

the student, field education instructor, and Field Education Director will review the types of activities the student will complete during the placement, complete required paperwork, and address any concerns or questions that have arisen. On the final visit, the student, field education instructor, and Field Education Director will conduct a review the student's progress toward the 9 competencies and 31 practice behaviors, using the Field Education Instructor Assessment of Student Competency. Prior to the final visit, the student will complete a self-evaluation of progress during the field placement, which will be used to facilitate the conversation between the student, field education instructor, and Field Education Director.

Midway through the 450 hours of field experience have been completed, the student will complete a *Student Competency Self-assessment* (see Appendix C). This document will be reviewed by the student, field education instructor, and Field Education Director, for assessment of areas of strength and growth. In the case of areas of growth, strategies will be developed to help the student make improvements throughout the balance of the field placement. The self-assessment will be reviewed again at the end of the field placement.

The student will have the opportunity to complete an evaluation of the field education setting and the field education instructor. The student will be given the option of whether to provide the field education instructor with a copy of the assessment. If the student indicates concerns with the field placement setting, the Field Education Director will address the issues with the field education instructor prior to placement of additional students at the agency.

The field education instructor will also have the opportunity to complete an evaluation of the field education experience. This evaluation will be provided directly to the Field Education Director, who will follow up with any identified concerns prior to placement of additional students at the agency.

Removal from Field Education

Students completing field education are expected to uphold a high standard of ethics in academic and practice settings. This includes, but is not limited to, upholding the academic code of conduct for the university, maintaining expectations of professional behavior, and adhering to the NASW Code of Ethics.

A student may be temporarily or permanently dismissed from field education in the case of:

1. Inability to obtain a grade of C or better in a course required for the major within three terms of an original grade of D or F.
2. Cumulative Grand View grade point below 2.50 for three (3) consecutive semesters.
3. Academic probation or suspension (see policy statement in the University Student Handbook).
4. Academic dishonesty per Grand View policy (see policy statement in the University Student Handbook).
5. Suspension for disciplinary reasons per Grand View policy (see policy statement in the University Student Handbook).
6. Unsatisfactory performance in the field education placement, as evidenced by earning less than 80% in the Field Education Evaluation of Student Competency.
7. Professional behavior in coursework or field work unresolved through Student Improvement Plans (measured by Professional Behavior Assessment completed in major courses and field work experiences).
8. Practice behavior not reflective of the National Association of Social Worker Code of Ethics.

Students who are dismissed from the program will receive the decision in writing from the Social Work Program

Director, as well as the opportunity to have an exit interview with the Social Work Program Director and Field Education Director. Students who wish to appeal the decision may follow the appeal process described in the appeals section of this handbook.

Student Information

Advising During the Field Placement

Grand View University social work students are expected to meet with their academic advisor each semester, and will maintain their previously assigned advisor during the period of the field placement to address matters related to course selection, graduation expectations, and other requirements related to completion of the degree. However, the student should refer questions and concerns about the field placement to the Field Education Director, who will be most familiar with the expectations of the placement experience and the agency where the student is completing the 450 hours.

Student Rights and Responsibilities

Students have the right to free inquiry, expression and association. However, Grand View University insists that all such expressions be peaceful and orderly and conducted in a manner so as not to infringe upon the rights of others. Moreover, students must clearly indicate that they are speaking as individuals and not for Grand View University community. Students should be free from discrimination and harassment based on race, sex, sexual orientation, gender identity, age, color, national origin, religion, disability, marital status or family status. Students should be secure in their persons, living quarters, papers and effects. Students are protected against improper disclosure as provided for in the Family Education Rights and Privacy Act of 1974 (FERPA).

Grand View Student Responsibilities

Students are responsible for:

- Practicing high standards of academic and professional honesty and integrity.
- Respecting the rights, privileges and property of other members of the academic community and visitors to the campus.
- Refraining from any conduct that would interfere with University functions or endanger the health, welfare or safety of other persons.
- Following the reasonable directions of University personnel and maintaining an appropriate educational atmosphere in classes and laboratories.
- Complying with the rules, regulations, procedures, policies, standards of conduct and orders of Grand View University and its divisions and departments.

Interruption of Field Placement Due to National or Local Events

Grand View University has developed a plan to address temporary disruption to students' social work field placements due to national or local events that have a direct impact on the student's ability to complete their field placement activities as discussed in the Education Learning Plan.

If students are advised by their agency, supervisor, and/or government to not attend their field placement, or if safety concerns warrant a temporary disruption in field placement, students should **immediately** consult with **BOTH** the Field Director and their Field Instructor. Field placements are closely monitored by the Council on Social Work Education, which accredits the Grand View social work

program, and thus prompt attention to disruption of placement helps ensure compliance with our accrediting body.

In efforts to fulfill the hour requirements and educational competencies during temporary field placement stoppages, **alternative field learning activities** that can be completed off site will be provided.

This policy is meant to address short term field placement disruptions, with a maximum of 30 days. If the field placement disruption continues beyond a 30-day period, a review will be conducted by the Field Education Director to determine the most appropriate response to support students in completing their field placement requirements.

Alternate Learning Activities

Field Instructors and Task Supervisors should assign students off-site alternative field learning activities that the student may complete in the event of a temporary field disruption. A list of potential alternative field learning activities follows. Field Instructors and Task Supervisors may come up with other activities or trainings, in addition to the ones listed. However, activities not listed must be approved in advance by the Field Education Director

- Supervision: Weekly supervision using Zoom or other teleconferencing applications.
- Meetings with individuals, families, and groups: Utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.
- Trainings for Agency: Develop trainings that will benefit the agency (ex- self-care, ethics, etc.)
- Groups/Workshops for Clients: Develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)
- Written Materials for Clients or Community: Develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, etc.)
- Organizational Policy Review: Review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)
- Legislative Policy Review: Review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)
- Literature Review: Conduct a literature review on a specific topic relevant to field placement (ex- effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)
- Grants: Research potential grant opportunities and/or prepare aspects of the grant writing.
- Community Networking/Resource Development: Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Complete online trainings: Complete assigned trainings and provide a certification of completion and/or a short, written reflection and/or prepare a presentation to disseminate knowledge gained.

Examples may include topics such as:

- Suicide Risk Factors and Warning Signs (Free, 1 hour): www.co.train.org (Course ID: 1080982)
- Building Resiliency: Supporting Youth Affected by Trauma and Community Violence <https://learn.nctsn.org/course/index.php?categoryid=44>. Each free recorded webinar presentation is 1.5 hrs.

All activities need to be pre-approved by the student's agency supervisor.

Social Work Student Professional Responsibilities

In addition to the Grand View University student responsibilities, social work students are responsible for mastering professional competencies related to generalist social work practice. The nine core competencies are listed on pages 5-6.

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in NASW's Technology in Social Work Practice

(https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf) guide to inform their use of technology. While each agency

should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phones or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls, through your phone's settings.
- Position web cameras so that others can only see your face- all visible confidential data should be removed from camera view.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

Field Education Manual Appendix A

Education Learning Plan

To complete the Education Learning Plan, the student, field education instructor, and Field Education Director will identify the types of activities the student will complete during the placement.

Competency 1: Demonstrate Ethical and Professional Behavior		
Practice Behavior Related to Competency		Field Placement Activities
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/or additional codes of ethics as appropriate to context.	
2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	
3	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	
4	Use technology ethically and appropriately to facilitate practice outcomes.	
5	Use supervision and consultation to guide professional judgment and behavior.	

Competency 2: Engage Diversity and Difference in Practice		
Practice Behavior Related to Competency		Field Placement Activities
6	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	
7	Present themselves as learners and engage clients and constituencies as experts of their own experiences.	
8	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
Practice Behavior Related to Competency		Field Placement Activities
9	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	
10	Engage in practices that advance social, economic, and environmental justice.	

Competency 4: Engage In Practice-informed Research and Research-informed Practice		
Practice Behavior Related to Competency		Field Placement Activities
11	Use practice experience and theory to inform scientific inquiry and research.	
12	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
13	Use and translate research evidence to inform and improve practice, policy, and service delivery.	

Competency 5: Engage in Policy Practice		
Practice Behavior Related to Competency		Field Placement Activities
14	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	
15	Assess how social welfare and economic policies impact the delivery of and access to social services.	
16	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Practice Behavior Related to Competency		Field Placement Activities
17	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	
18	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Practice Behavior Related to Competency		Field Placement Activities
19	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	
20	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
21	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	
22	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Practice Behavior Related to Competency		Field Placement Activities
23	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
24	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
25	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
26	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
27	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Practice Behavior Related to Competency		Field Placement Activities
28	Select and use appropriate methods for evaluation of outcomes.	
29	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
30	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	
31	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

Student Signature

Date

Field Education Instructor Signature

Date

Field Education Director Signature

Date

Field Education Manual Appendix B

Field Education Instructor Assessment of Student Competency

Using the activities identified in the student's Education Learning Plan as a guide, please complete the following assessment of student competency on each of the practice behaviors. Each of the student's practice behaviors is rated on the following scale. **Remember:** you are assessing based on expectations of how an entry level BSW would perform.

- 5- Above average performance standards met, with no errors
- 4- Above average performance standards met, with few errors
- 3-Average performance standards met, with some errors
- 2-Does not meet average performance standards, with some errors
- 1-Does not meet average performance standards, with multiple errors
- 0-No opportunity to display skill/NA

Competency 1: Demonstrate Ethical and Professional Behavior						
0	1	2	3	4	5	Practice Behavior Related to Competency
						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/or additional codes of ethics as appropriate to context.
						Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
						Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
						Use technology ethically and appropriately to facilitate practice outcomes.
						Use supervision and consultation to guide professional judgment and behavior.

Field Education Instructor comments: _____

Competency 2: Engage Diversity and Difference in Practice						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
						Present themselves as learners and engage clients and constituencies as experts of their own experiences.
						Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Field Education Instructor comments: _____

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
						Engage in practices that advance social, economic, and environmental justice.

Field Education Instructor comments: _____

Competency 4: Engage In Practice-informed Research and Research-informed Practice						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Use practice experience and theory to inform scientific inquiry and research.
						Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
						Use and translate research evidence to inform and improve practice, policy, and service delivery.

Field Education Instructor comments: _____

Competency 5: Engage in Policy Practice						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
						Assess how social welfare and economic policies impact the delivery of and access to social services.
						Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Field Education Instructor comments: _____

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
						Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Field Education Instructor comments: _____

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
						Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
						Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Field Education Instructor comments: _____

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
						Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
						Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
						Facilitate effective transitions and endings that advance mutually agreed-on goals.

Field Education Instructor comments: _____

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Select and use appropriate methods for evaluation of outcomes.
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
						Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
						Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Field Education Instructor comments: _____

 Student Signature

 Date

 Field Education Instructor Signature

 Date

 Faculty Signature

 Date

Field Education Manual Appendix C

Field Education Student Proficiency Self-Assessment

The student is to complete a self-assessment on each of the practice behaviors at the midpoint of their field education placement. Each of the student's practice behaviors is rated on the following scale.

- 5- Above average performance standards met, with no errors
- 4- Above average performance standards met, with few errors
- 3-Average performance standards met, with some errors
- 2-Does not meet average performance standards, with some errors
- 1-Does not meet average performance standards, with multiple errors
- 0-No opportunity to display skill/NA

Competency 1: Demonstrate Ethical and Professional Behavior						
0	1	2	3	4	5	Practice Behavior Related to Competency
						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/or additional codes of ethics as appropriate to context.
						Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
						Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
						Use technology ethically and appropriately to facilitate practice outcomes.
						Use supervision and consultation to guide professional judgment and behavior.

Field Education Instructor comments: _____

Competency 2: Engage Diversity and Difference in Practice						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
						Present themselves as learners and engage clients and constituencies as experts of their own experiences.
						Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Field Education Instructor comments: _____

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
						Engage in practices that advance social, economic, and environmental justice.

Field Education Instructor comments: _____

Competency 4: Engage In Practice-informed Research and Research-informed Practice						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Use practice experience and theory to inform scientific inquiry and research.
						Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
						Use and translate research evidence to inform and improve practice, policy, and service delivery.

Field Education Instructor comments: _____

Competency 5: Engage in Policy Practice						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
						Assess how social welfare and economic policies impact the delivery of and access to social services.
						Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Field Education Instructor comments: _____

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
						Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Field Education Instructor comments: _____

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
						Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
						Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Field Education Instructor comments: _____

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
						Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
						Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
						Facilitate effective transitions and endings that advance mutually agreed-on goals.

Field Education Instructor comments: _____

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
0	1	2	3	4	5	Practice Behavior Related to Competency
						Select and use appropriate methods for evaluation of outcomes.
						Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
						Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
						Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Field Education Instructor comments: _____

 Student Signature

 Date

 Field Education Instructor Signature

 Date

 Faculty Signature

 Date