



BSW social work Practicum Handbook

Messiah University Department of social work

Letter from the Field Director

Dear Student,

Congratulations for entering into the field component of your social work education.

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Overview

Student Safety

During agency orientation and supervision, the department expects students and agency supervisors to discuss the potential problems/issues of safety that could be experienced during placement. This includes: the steps for identifying and responding to an issue of safety, agency specific procedures and approaches to take if there is a safety question or concern, steps the agency

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3. To identify personal values and beliefs and to understand how they operate as strengths or weaknesses in roles as a beginning social worker
4. To demonstrate self-awareness related to the fit and tensions of own Christian faith in the context of social work knowledge and practice with various populations
5. To apply knowledge of human behavior in the social environment to develop mutually agreed on interventions and to select appropriate intervention strategies

Objectives of SOWK 361: Field Experience social

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Minimum Field Education

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Students are expected to accept the first placement that is offered to

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10. The student is to be an active participant in the field placement experience, in supervision, and to utilize the resources available to learn and develop the skills necessary to practice generalist social work.

Policies, Criteria, and Procedures for Selecting Placement Settings

1. A placement setting is an approved site where students can participate in practice experiences equivalent to their level of practice and within the generalist model of social work.
2. The placement setting should have a clearly defined service, and the goals of the agency should be compatible with the values and objectives of the social work profession and the mission of Messiah's Department of social work.
3. The agency needs to be familiar with Messiah's Department of social work objectives and support the curriculum objectives of the practices courses.
4. The agency needs to provide students the opportunity for micro, mezzo and macro practice fro0000912 0 612 792 reW* nBT/F1 12 Tf1 0 0 1 303.79 524.11 Tm0 g0 04BT/F1 12 Tf1 0 0 1

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Policies, Criteria and Procedures for Selecting Field Instructors

1. The field instructor is a social worker approved by the field director and who has agreed to supervise students in field practice preferably at the agency where the social worker is employed. A field instructor may also be approved to supervise a student if he or she is affiliated with a particular agency (e.g., board of directors) but is not technically

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Additionally, the field instructor (or designee) is expected to sign the student's Placement Time Sheet on a weekly basis to assure that the student is making adequate progress toward completing the 450 hours of field experiences.

10. To assist in the Department evaluation process, the field instructor is expected to complete a Field Instructor Evaluation of the Messiah Department of social work, and forward the form to the field director by the date designated by the Department.
11. The field instructor must be available to meet with the student and faculty liaison twice during the semester and be willing to share information about student progress during these meetings and at other times when issues arise.
12. The field instructor is expected to attend orientation and training seminars provided by the Department. Attendance at these seminars helps assure that the field instructor is familiar with the Department's objectives, field instruction requirements, and the university learning objectives for the students.
13. The field instructor will not receive monetary compensation for this role.

Policies, Criteria, and Procedures for Placing and Monitoring Student Placements

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familiar with the Department's objectives, field instruction requirements, and the learning objectives for the students. Students also have the opportunity to discuss placement related issues with their field instructors. Additionally, faculty are provided the opportunity to observe firsthand the initial interactions of the students and their supervisors, and are able to handle any last

4. The field director may assist the student in finding a new field placement. Plans for a new placement will specify expectations in terms of hours to be completed, learning goals, tasks and the basis for evaluation.
5. If the situation is not resolved to the satisfaction of the student, the grievance procedures found in the Messiah University Department of social work Student Handbook are to be followed.
6. Students may not withdraw from field practice without permission of the Department chair and the field director. If a student's schedule is revised to exclude field, she/he must also withdraw from the seminar class. The seminar class and field practice must be taken concurrently.

Procedures for Resolving Problems in the practicum placement (Field Instructor Initiated)

At times, field Instructors may experience problems with students in field practice and believe a change of placement would be a desirable outcome.

In such instances, the following process must be initiated:

1. If the field instructor initiates the request for change, it must be discussed with the field director and subsequently the student. Factors involved must be clearly delineated.
- 2.3. The field director will discuss the problem with the student's advisor and, if necessary, the department chair.
- 3.3. A conference will be held between the student, his/her advisor, the field director, field liaison and the field instructor, and decision will be made regarding the desired change of placement. The discussion of a new field placement

Policies, Criteria, and

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supervision to students while in placement. Faculty also evaluate potential agency effectiveness during interactions with the agencies while establishing field sites and during training and orientation seminars. The field liaison assesses agency effectiveness during site visits while the student is in placement. During the visits, the field liaison assesses the agency's effectiveness in developing an effective learning contract, providing adequate orientation, creating a work environment that is conducive to learning, and in assigning appropriate work assignments (See Senior Field Placement Agency Checklist). Information provided on the student evaluation forms is also a source of information for assessing agency effectiveness. The level of importance a field instructor places in completing the evaluation forms and the information shared about student progress helps the Department in assessing the quality of the placement. Students also complete a Student Evaluation of Field Placement at the end of the experience to assess how well the placement met student learning needs and professional interests, provided adequate supervision time, created a working environment that was conducive to learning, and clearly defined student roles and responsibilities.

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feasibility of an agency to provide a social work practice experience for the student that is commensurate with the student's learning needs.

Field Instructor Profile Form

This form is completed by potential field instructors within approved agency sites. A

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qualifications of the applicant to provide field instruction for students.

Student and Agency Contact Information Form

This form is to be completed by the student within the first week of placement and submitted to the field director. The information will be used as a guide for whom to contact in case of an emergency. Students should submit a new

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Time Log

The time sheet is used to document the actual number of work hours a student completes in placement. Students should note that time spent while at lunch is *not* included in the total number of hours spent in the agency. The student is expected to keep a daily record of hours and have the field instructor sign off on the time sheet on a weekly basis. The student is expected to submit a copy of the signed time sheet to the field director on a weekly basis.

Field Liaison Site Visit Form

This form is used by the field liaison to document the issues discussed during any agency site visits completed while a student is in placement and to note actions to be taken to address any issues identified during the visits.

Student Evaluation of Field Placement

At the end of the senior field placement the student is to complete an evaluation of the field placement experience and submit it to the field director. The evaluation will be used as a tool in assessing agency effectiveness in meeting Department goals for the placement.

Exit Survey

The Senior social work student is expected to complete an evaluation of the Department of social work at the end of a student's education. The instrument will be used by the Department to evaluate Department goals and objectives related to faculty effectiveness, course curriculum and field placements and to assess the need to make changes to better serve the student, the agency and the Department.

Portfolio Evaluation

The portfolio evaluation is completed by the student during the last weeks of placement and is used as a tool by the agency, the student, and the Department

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[Click here to enter text.](#)

IV. Please respond to the following:

Identify your reasons for selecting an international field placement. Be clear and specific (100-200 words)

[Click here to enter text.](#)

Explain how an international field placement will help you develop competency and complement your education plans and professional goals. Be specific (100-200 words)

[Click here to enter text.](#)

Sophomore Placement Objectives and Skills to be Learned

Objectives

Objectives of SOWK 251: Field Experience social work Practice with Individuals:

1. Demonstrate beginning knowledge and skills necessary for competent generalist social work practice.
2. To identify personal values and beliefs and to understand and explain how they operate as strengths or weaknesses in your role as a beginning social work student.
3. To describe and apply generalist perspective and systems theory with a variety of client populations.
4. To demonstrate basic skills of a helping relationship including empathy, active listening, interviewing, process recording and assessment.
5. To evaluate personal and agency effectiveness in the delivery of generalist social work services.
- 6.

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Students need to gain first-hand experience with the structure and functions of a social welfare agency. They need to observe and begin to understand the agency's services, staff roles and

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The student must know how she/he is to

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Sophomore Spring Field Evaluation Form

The spring semester evaluation is completed by the field instructor and reviewed with the student during the last weeks of placement. This is used as a tool by the agency, the student, and the Department in assessing the student.

Statement of Understanding

At the beginning of each academic year, or as a condition for changing one's major to social work, every social work major is required to thoroughly review the handbook, and then sign and submit the *Statement of Understanding Form* to the Department of social work Office (by the second week of the semester, or two weeks after declaring social work as your major).

Student Name (Print) _____

As a social work student...

1. I understand that I am expected to adhere to the values, ethics, and standards of Messiah University, the Department of social