Whether you are a Social Work student or a Field Instructor, you are about to enter the Avila Social Work Program’s Field Education component of the curriculum. Field Education is a distinctive characteristic of the Social Work plan of study that models the implementation of generalist practice. Field Education also trains and socializes the future professional in a realm beyond the university classroom. During Field Education, students transform classroom learning when they are able to apply it to real life Social Work experiences. Live Social Work experiences also make grasping advanced classroom concepts, theory, and skills more attainable for most students. This integrative learning design is what makes a Social Work curriculum distinct.

Field is one of two cornerstones in every Social Work student’s plan of studies. “The components of the Social Work curriculum – classroom and Field – are of equal importance, and each contributes to the development of the requisite competencies of professional practice.” (CSWE, 2008) Years beyond graduation, an Avila student’s experiences in a Field placement, under the tutelage of a BSW or MSW Field Instructor, will reverberate in her/his professional Social Work employment, and in the lives of clients, in organizations, and in communities.

*SW 495 Field Experience I* and *SW 496 Field Experience II* also offer rich opportunities to both support and challenge the undergraduate student. There are many opportunities for self-reflection and meaningful dialogue with agency and community personnel. Field Experience also offers time to luxuriate in the learning process. Students should have the time during Field to integrate classroom experiences with the learning occurring in the Field Experience. They watch and implement evidence-informed practice in a Kansas City regional social service agency 20 hours per week for 30 weeks during the senior year.

By next May, students will have completed 500-hours in the agency setting, receiving weekly supervision by a professional Social Work service provider.
who has attained a BSW or MSW from a CSWE-accredited institution. That Field Instructor has also had a minimum of two years of post-graduation employment as a generalist Social Work practitioner. With collaborative and diligent effort on everyone’s part, students will have transformed from student interns to professional generalist Social Work practitioners! Ultimately, the demonstration of competence in Social Work practice behaviors is the outcome sought by all involved in a quality Field Experience.

This manual strives to assure consistency and excellence in the delivery of Field Education to Avila students. Our educational mission and Program goals, definition of generalist Social Work, and ten learning outcomes, as operationalized by achievement of forty-one specific practice behaviors, are included in the Manual, as well as an overview of the courses in the curriculum, specific roles, responsibilities, procedures, and policies related to Field.

So, take a moment to pause and reflect on the significance of a student in a Field Experience, within an agency, and with a Field Instructor and classroom faculty collaborating. A true synergy is about to be launched!
# Social Work Program Contact Information

## UNIVERSITY CALENDAR & FIELD EDUCATION DATES for 2013 – 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis Origanti, MSW, PhD</td>
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</tbody>
</table>

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Program website: [www.avila.edu/socialwork](http://www.avila.edu/socialwork)

Avila University  
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Kansas City, MO 64145  
1-800-GO-AVILA  
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## FALL 2013 SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Aug 20</td>
<td>Fall Field Education Kick-Off for Field Instructors &amp; Students. Students can report to Agencies only after completion of Field Orientation unless they have prior permission from Field Faculty.</td>
</tr>
<tr>
<td>Aug 23 or 27</td>
<td>Students attend first day of SW 497 Integrative Seminar class.</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Labor Day – University Holiday.</td>
</tr>
<tr>
<td>Sept 23–Oct 11</td>
<td>First Site Visits by Assistant Director of Field Education. Learning Contract due, completed by Student, reviewed by Field Instructor prior to Visit.</td>
</tr>
<tr>
<td>Oct 11</td>
<td>Mid-semester grade report completed by Field Instructor and due to Assistant Director of Field Education ONLY if the Student is NOT performing satisfactorily.</td>
</tr>
<tr>
<td>Oct 16</td>
<td>Mid-term grades due by noon to Registrar by Assistant Director of Field Education.</td>
</tr>
<tr>
<td>Oct 16 -20</td>
<td>Fall Break – University Holiday.</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Registration for Spring 2014 Semester begins.</td>
</tr>
<tr>
<td>Nov 27- Dec 1</td>
<td>Thanksgiving Break – University Holiday.</td>
</tr>
<tr>
<td>Nov 18 – Dec 1</td>
<td>Second Site Visits by Assistant Director of Field Education. Final Evaluation Form and Narrative completed by Field Instructor and Student, semester grade, and verified time sheets due.</td>
</tr>
<tr>
<td>Dec 6</td>
<td>Last day for Fall Semester Field Education. 250 hours completed by this date.</td>
</tr>
<tr>
<td>Dec 9 - 12</td>
<td>Final Exam Week.</td>
</tr>
<tr>
<td>Dec 18</td>
<td>Fall grades due by noon to Registrar from Assistant Director of Field Education.</td>
</tr>
<tr>
<td>Dec 13-14</td>
<td>Winter Break - University Holiday. Participation in Field Education is optional but Field Faculty must approve PRIOR to break.</td>
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## SPRING 2014 SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan 15</td>
<td>Spring classes begin. Students attend first SW 498 Social Work Capstone classes this week. Spring Field Education begins at Agency.</td>
</tr>
<tr>
<td>Jan 20</td>
<td>MLK, Jr. Day – University Holiday.</td>
</tr>
<tr>
<td>January 23</td>
<td>Spring Field Education Training for Field Instructors &amp; Students.</td>
</tr>
<tr>
<td>March 4</td>
<td>Mid-semester grade report completed by Field Instructor and due to Assistant Director of Field Education ONLY if the Student is NOT performing satisfactorily.</td>
</tr>
<tr>
<td>March 17 - 23</td>
<td>Spring Break – University Holiday.</td>
</tr>
<tr>
<td>April 17 - 20</td>
<td>Easter Break – University Holiday.</td>
</tr>
<tr>
<td>TBD</td>
<td>Registration begins for summer and fall 2014.</td>
</tr>
<tr>
<td>TBD</td>
<td>Colloquium event. Capstone Senior Research Projects presented. “Best Field Instructor” &amp; “Best Poster Award” announced. (WhitField Conference Center)</td>
</tr>
<tr>
<td>April 14 – April 25</td>
<td>Students complete 500 hours of Field Education no earlier than 4/15 and no later than 4/26.</td>
</tr>
<tr>
<td>April 9-April 25</td>
<td>Final Site Visits by Assistant Director of Field Education. Final Evaluation of Competency form and narrative completed by student and Field Instructor, semester grade, and final, verified time sheets due. Also, Student Evaluation of Field Education and Field Instructor/Agency form due.</td>
</tr>
</tbody>
</table>
Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner...In Social Work, the signature pedagogy is Field Education. The intent of Field Education is to connect the theoretical and conceptual contribution of the classroom with the practice of social work.

SIGNATURE PEDAGOGY
The Council on Social Work Education (CSWE) has accredited Avila’s BSW program continuously since the academic year of 1974-75. The 2008 CSWE Educational Policy Accreditation Standards (EPAS) identify the Field Education as the “Signature Pedagogy” of the student’s Social Work plan of study. We agree!

Author Lee Shulman in “Signature Pedagogies in the Professions” goes on to say that there are “three dimensions of professional practice: 1) thinking – the intellectual aspects of a profession’s knowledge base; 2) performing – the technical aspects or the
profession’s skills; and 3) acting with integrity – the moral aspect or a profession’s values and ethics.” (2005) In the upcoming academic year, the Field Instructor role in students’ lives is central in shaping their professional competence in all three of these areas. We are appreciative of our Field Instructors and are here to support you as part of our teaching team! The Field Manual is one way we can do that. Students, we hope that the Field Manual helps you understand the process that you are entering!

FALL 2013 SCHEDULE (IN BRIEF)

**Fall Field Education Kick-off:** This meeting occurs the day prior to classes beginning in the fall on the Avila Campus. Field orientation activities have occurred all spring with Field Instructors and students in order to screen, interview, match, and finalize placements. You received this Manual in May and are reviewing it over the summer. The Fall Field Education Kick-off is a time for everyone to gather in one place and continue the dialog started in the spring with Field Instructors and students about the importance of the journey everyone is embarking upon. This event also helps all Field Instructors connect to their students, Social Work community colleagues, and share examples of the generalist practice opportunities available to their students. It encourages students to remain curious and work closely with their credentialed and experienced Social Work Field Instructors to design learning opportunities that, when completed, will demonstrate their development of competence related to specific practice behaviors.

**Getting Started:** Students can begin attending their placement on the first day of class only if they and their Field Instructor have attended the Kick-Off Event. In case of absence (by one or both) at this event, a meeting to go over the information must be set up as soon as possible with the Assistant Director of Field Education, before the placement can begin.

**Note:** If for some reason it makes sense for the student to start slightly earlier than the first day of class, please confer with the Assistant Director of Field Education first. You can reach her at 816.501.2947 or Corinne.Kritikos@avila.edu. The Assistant Director of Field Education must give prior approval for any agency-requested time the student attends prior to August 21, 2013 to in order for it to count toward fall Field hours. However, the student or the Field Instructor must initiate this in advance by contacting the Assistant Director.

**Site Visit #1:** The first visit by the Assistant Director of Field Education occurs during the first 4-6 weeks at the agency. The student and Instructor must both be present. The Learning Contract, with corresponding Learning Activities should be completed, already reviewed by the Field Instructor, and discussed with the student, prior to the arrival of the Assistant Director of Field Education for the first Site Visit.
Site Visit #2: This visit is the Midpoint of the Field Education component of our curriculum and occurs at the agency during the last four weeks of the semester. Both student and Field Instructor must attend. Both should complete the Achievement Measure of Field Experience (AMFE) assessment tool, and discuss ratings in supervision prior to the visit. This evaluation becomes a formative assessment at the Midpoint, informing the student about their development of competence, and focusing them on learning needs for the next semester in Field.

By comparing their self-assessment ratings to the Field Instructor’s assessment, the student grows in understanding their ability to perceive their own strengths and weaknesses. At this Site Visit, the student will take the lead in the discussion of those strengths, necessary areas for growth, and the quality of the learning experience in Field so far. The Field Instructor recommends a grade at this time to the Assistant Director of Field Education. The student has the opportunity to self-advocate if they are not in agreement with the assigned grade. Ultimately, the Assistant Director of Field Education will submit the grade to the Academic Affairs Office. Rarely will the Assistant Director alter a recommended grade.

Spring Field Education Training: The focus of this meeting is on the Senior Capstone Project that each student will be completing during spring semester. Discussion focuses on the details of the Project and the role the Field Instructor plays in supporting the student’s process. The dialog between Field Instructors, Social Work faculty, and students continues while reinforcing strengths and empowerment perspectives as students begin to construct their interventions and measurement methods for the Projects. The students present at the Senior Social Work Colloquium event in April.

Site Visit #3: This visit is the Endpoint of Field Experience and occurs at the agency during the last three weeks. Both student and Field Instructor must attend. The Field Instructor should complete the AMFE – Endpoint assessment and discuss ratings with the student prior to the visit. The expectation at this meeting is that the student will again take the lead in the discussion of strengths, areas for growth, and evaluation of the overall experience in Field. The Field Instructor will recommend a grade at this time. Students can self-advocate if they are not in agreement with the grade. Again, the Assistant Director of Field Education will submit the final grade, rarely disputing the one recommended by the Field Instructor, unless the student is able to influence them to make a change. The AMFE serves as formative assessment for the individual student as they exit their agency experience and move into the workforce or on to graduate studies. The measure also provides summative data the Program uses to evaluate student success in achievement of learning outcomes. At the time of the third Site Visit, the
student will have their time sheet, the completed Learning Contract, and an evaluation of the Field Agency/Instructor ready for review. The evaluation of Field Agencies and Instructors is part of what guides decisions about their retention.

**STUDENT HOURS**

CSWE requires undergraduate Social Work students to complete a minimum of 400-hours of Field Education. Avila’s BSW students are required to complete 250-hours each semester, for a total of 500-hours, in the same agency over the course of two semesters. This means being at the Field Agency approximately 20 hours per week in order to reach the **Midpoint total of 250 hours** by the beginning of December, and the **500-hour total by the end of April, 2014**, the Field Experience Endpoint.

Second semester, classes resume in mid-January and run through early May. Students must continue to participate in Learning Activities in their placement settings through the end of April (no exceptions). The Field Instructor should monitor hour accumulation and the Assistant Director of Field Education will as well, to make sure that the student remains in the learner role, distinct from an employee role, even as the student gains increasing independence and moves toward graduation. Accumulation of hours beyond 500 should be limited as the student is concurrently in their advanced Social Work courses.

**WEEKLY SCHEDULING**

The student and the Field Instructor negotiate a weekly schedule based on the student’s academic schedule. Another important consideration is what schedule makes sense in a particular Field setting to provide optimal learning opportunities. For example, the student will not receive experience with clients if they are not in the facility at the same time clients are there, or available for appointments. Students will set a schedule that takes into account their personal obligations in a reasonable way. Individual student’s Field schedules may vary slightly week to week, but there should always be advanced planning and commitment, notification, and accountability by the student. The student should directly inform the Field Instructor of their schedule in advance of each week. The student should also inform other affected agency personnel. Any change to a submitted schedule should be immediately and directly communicated by the student to the Field Instructor, and anyone else the absence will affect. **A student should discuss preferred methods of notification with their...**
**Field Instructor prior to a need arising.** All Avila Social Work students should demonstrate professional Social Work standards of behavior around attendance, punctuality, accountability, and coverage of duties from their initial placement contacts through the rest of their professional lives. Social Work students should comply with the standards of the National Association of Social Work Code of Ethics (2008) as well.

Generally, seniors in their Field Experience will have their Social Work courses on Tuesday, Thursday, and/or Friday mornings/early afternoons. A "concurrent model" shapes the Social Work program of study. This means that students take their advanced courses during the semesters that they are in their Field Experience I and II courses. A weekend-intensive format shapes some elective courses in the major. If students are still completing general education courses, their academic schedule may demand additional times on campus. Students should have given thought during the spring “placement semester” about how they will accommodate all the responsibilities in their life during their senior year. **If assistance with scheduling becomes necessary due to excessive absence during key Learning Activities, or due to limited student availability during important opportunities, or in order to receive supervision, please contact the Assistant Director of Field Education.** Students should speak to the Assistant Director of Field Education immediately if there are difficulties.

Students are encouraged to take some time off during a University break and “catch their breath.” However, students can elect to be at the Field Agency during breaks. In accordance with Section 1.15 Interruption of Services of the NASW Code of Ethics, students should make “reasonable efforts to ensure continuity of services” to their clients. (2008, p. 14) Careful contingency planning with each semester’s schedule should also occur to allow for unforeseen time loss due to illness, snow days, agency holidays, etc. Plan ahead! **There is very little “wiggle room” in the semester to adjust for lost time in the agency.** At any point when a student’s hours are short by 20, both the student and the Field Instructor should contact the Assistant Director of Field Education immediately. Students should be accumulating approximately 20-hours/week, and can keep track of expectations regarding hours by multiplying by 20 the number of weeks that have passed in the semester. Failure to speak to the Assistant Director of Field Education could lead to dismissal from the Field Experience course, at the Field Faculty’s discretion.

**TIME SHEETS**

Each day the student is on site at the Field Agency, the Field Instructor should record their hours. Methods, such as time cards, used by the Agency to track staff time, are fine to track student time.

The expectation is that students will alert the Assistant Director of Field Education if they reach a point at any time in the semester where they are nearing 20 hours short of what would typically be expected.
However, students should not be solely responsible for recording their own time. A method needs to be in place where the Field Instructor or an agency third party can verify the times that a student attends. The Field Instructor should review and sign off on the student’s time sheet each week as a minimum expectation. These documents should always be up-to-date and available for review at any time by the Assistant Director of Field Education. A formal monthly review of time sheets and a review at Site Visits occur. Final time sheets are retained in the student’s file in the Social Work Program Office; however, students should also retain a copy for their own future use. Graduate programs sometimes ask for verification of completed BSW Field hours, as well as a final evaluation of student performance from Field. Students should take responsibility to keep their own copies of key Field documents for future use.

Dismissal may occur for students who falsify time sheets or any other documentation in their Field placement, and/or the Social Work Program, at the discretion of the Field Instructor, Field faculty, and the Program Director.

WHAT DOES THE STUDENT DO IF THEY ARE SICK?

There is no sick time allotted as part of the 500 hours. However, it is the Program’s policy that students are not expected to be at their Site if they are ill. If they are ill and need to miss time in their Field Experience course, they should first contact their Field Instructor or leave a message for them. This should include a plan for coverage of anything they had scheduled for that day. Then, they should immediately contact Carol Frevert, Director of Health Services at 816.501.3668 or Carol.Frevert@avila.edu who will verify the illness by speaking to the student on the phone. She will send an excuse to the Assistant Director of Field Education who is also responsible for oversight of the courses Field Experience I and II. The Assistant Director of Field Education will have the documentation available for the Field Instructor’s review in the case of frequent absences. If the student fails to obtain verification of illness, it is less likely that the Agency/Field Instructor will be encouraged or inclined to work with the student to make-up time. The student should be sure to do contingency planning with their schedule to allow for unforeseen time loss due to illness, snow days, agency-observed holidays, etc. Meeting total hours is required each semester.

STUDENT “LANDING SPACE”
The student needs the comfort of having some type of space of their own where they can store possessions, complete paperwork, or simply “land” when they are not busy. If possible, it is ideal for the student to have their own desk. Sharing office space/table/work space is also adequate, as long as a chair and an adequate writing surface is available during their Field times. If possible, easy access to a computer and phone can increase the student’s efficiency in completing their agency-related tasks. If the student uses their own electronic equipment,
Please be sure to inform them on policies in place to protect the privacy and confidentiality of their clients, as well as themselves. They should follow the NASW Code of Ethics guidelines regarding safeguards such as password protection, firewalls, encryption, etc. It is preferable that students use agency computers in the same way that a Social Work employee would. Field faculty are available to assist with concerns related to privacy, confidentiality, and policy around intern-access to agency databases. Such access offers the “real-to-life” experience and training so valuable once the student enters the workforce. Abuse of such privilege could result in dismissal from the Field placement, and/or the Social Work Program.

AGENCY ORIENTATION AND LEARNING ACTIVITIES

While students have completed research on their Field Agency during the spring semester in preparation for their initial interview with their Field Instructor, and spoken to the Field Instructor during the interview and to finalize details of the placement, they still require a thorough orientation to the Field Agency beginning in the first week of their placement. The success or failure of the orientation stage can set the tone for much of the Field Experience moving forward. Students are often nervous about starting their placement, and a thorough orientation can reduce fears by providing information about the organization, answering questions, solving concerns, and linking the student to agency employees, volunteers, and other student interns from regional Social Work Programs. The orientation phase should include meeting with the Field Instructor for an overview, reading agency manuals and other agency materials, interviewing agency Social Workers, staff, and/or administrators, visiting other programs in the organization or in the community, reviewing case files, discussing policies related to confidentiality, safety, dress code, and other important information; as well as spending time shadowing the Field Instructor and other Social Workers as they go about their daily routines. A checklist for items to include in orienting the student is available online in the Field Education Resource Site on Canvas.

Some of the most productive times for students in the initial weeks of Field are shadowing agency Social Workers and the Field Instructor. The student’s initial tasks are to engage with others in the Agency, and to become knowledgeable about the organization, its mission, clients, and its context, and the specifics of the various roles they will experience as a generalist practitioner. They also need to complete their Learning Contract, designating a minimum of two Learning Activities for each of the forty-one (41) practice behaviors prior to the first Site Visit in late September.
Students should begin to practice their Social Work skills directly with client systems by the fourth week of the field placement. This can be in conjunction with a co-worker, or independently as the Agency feels confident with the student’s abilities and readiness. The sooner the student moves to perform direct Social Work with clients, the less nerve-wracking this tends to be for them. Students worry about the adequacy of the skills they are developing in their course-work. It is helpful for them to “jump in” fairly soon in their placement, and receive some feedback about their strengths, as well as what they need to work on.

Research indicates that students benefit from Agency orientation activities. Here are some examples:

- Students who participate early in activities designed to orient them to the agency, report that these activities enhance their Field Education (Knight, 2001);
- Students who find the agency orientation helpful are more likely to believe their Field Instructor is helpful (Knight, 2001);
- The majority of students who are given reading materials about their agency in the beginning of the placement report that these materials enhance their learning experiences (Knight, 2001);
- Students who have positive initial impressions of their Field Agencies have higher levels of overall satisfaction upon completion of the Field placement (Fortune, 2001).

**Source:** Avila faculty received permission to quote this research as cited in the University of Washington School of Social Work in their Field Training Module 2: Conducting A Successful Agency Orientation.

It is important to allow a student time on site at the Field Agency to reflect on their experiences, write in their journal, read, and work on agency-related course assignments. This is an aspect of the idea behind the “luxury” of being a student learner. The bulk of the Field weekly hours should be organized around specific Learning Activities related directly to practice behaviors and core competencies as identified in the Learning Contract.

**SUPERVISION AND STUDENT SELF ADVOCACY**

Field Instructors are required to spend a minimum of an hour per week in a supervision meeting with their student. Students may also receive valuable consultation and insight from dialoguing with other staff members, especially after observing them work. Group supervision is acceptable as ancillary in the first six weeks and may be used as part of the weekly scheduled supervision time after the initial eight weeks in the placement only with the student and Assistant Director of Field Education’s consent. Students receiving group supervision will also request individual supervision as needed. All Avila Social Work students seek supervision.
regularly; they should always seek it when they are uncertain, when safety becomes a focus, they have ethical questions or other concerns, or their task threatens to exceed the scope of practice of a BSW Social Worker. They have also been encouraged to self-advocate if their weekly supervision is not occurring, and to report this to the Assistant Director of Field Education if a conversation with their Field Instructor does not quickly remedy the concern. Students should remain flexible if a Field Instructor needs to reschedule supervision once or twice during the semester because of Agency work demands. If this is a regular occurrence, however, the student should speak with the Assistant Director of Field Education.

LEARNING CONTRACT AND LEARNING ACTIVITIES

Beginning at the Fall Field Education Kick-Off, and in the initial weeks of the semester, the student will be filling in details on their individualized Learning Contract. They do this with the Field Instructor’s and Integrative Seminar Instructor’s assistance. The purpose of the Learning Contract is twofold. First, it is used to identify and commit to specific learning opportunities in the Field Agency that relate directly to the values, knowledge, and skills of generalist Social Work practice, as described in forty-one practice behaviors which operationalize ten core competencies.

The Learning Contract will function as a “map” for the student, Field Instructor, and the Assistant Director of Field Education. In the first week of SW 495 Field Experience I, each student conducts a self-evaluation of his or her strengths and areas that need improvement. The categories they examine are values, skills, and knowledge areas central to Social Work practice. (See the “Can Do” Assessment form posted on the Canvas Field Education Resource Site.)

In the Learning Contract, the student details what activities they intend to complete during the 500-hour experience in order to develop and demonstrate capability in the practice behaviors tied to corresponding core competencies around which the Social Work curriculum is developed. The Learning Contract will function as a “map” for the student, Field Instructor, and the Assistant Director of Field Education. In the first week of SW 495 Field Experience I, each student conducts a self-evaluation of his or her strengths and areas that need improvement. The categories they examine are values, skills, and knowledge areas central to Social Work practice. (See the “Can Do” Assessment form posted on the Canvas Field Education Resource Site.)

The student uses this self-assessment, as well as previous feedback from Social Work faculty, in order to develop Learning Activities for their Learning Contract. Their Field Instructor will ultimately evaluate the student on abilities demonstrated in the completion of Learning Activities related to practice behaviors and core competencies. These Instructor- and self-assessments will occur several times through the course of education in the Field. They help the student track progress, reflect, and amend the Learning Contract to focus on areas where more growth is necessary before the Field Experience ends.
SW 497 INTEGRATIVE SEMINAR AND SW 498 SOCIAL WORK CAPSTONE

These weekly classes allow students time to share and reflect on what is happening in their placements. They also have the opportunity to learn about other agencies, populations, and service delivery as their student colleagues share their Agency experiences in discussions. Social Work students are required to maintain client/agency confidentiality at all times, including during Seminar discussions, and in accordance with the NASW Code of Ethics Section 1.07 Privacy and Confidentiality (2008, p. 10). Discussions in the classroom during Seminar should stay in the classroom, in accordance with the NASW Code of Ethics. When discussing actual case situations, client identity should also be shielded and actual names or identifying details are never used.

In the fall semester, SW 497 Integrative Seminar is an opportunity for students to process, reflect, and integrate what they have learned/are learning in the classroom, with what they are experiencing in the Field Agency. **There is a requirement for students to log a Journal entry for each time they are at their Field Agency.** This provides the opportunity to think about their experiences at their agency, and to link these experiences with their course-obtained knowledge, values, and skills. For example, as an assignment in SW 497, students conduct an agency analysis and present it orally to their Instructor and classmates. They apply concepts like Social Work roles, values, practice principles, planned change process, cultural competence, working within an organizational context, etc. to what they are observing and experiencing in their Agency setting. Concurrent assignments bring the classroom into Field and Field into the classroom, providing rich discussion topics and an opportunity for integration.

SW 498 Social Work Capstone is the concurrent seminar held during the spring semester. The Capstone course culminates in a Senior Social Work Colloquium where each student presents research on his or her own practice effectiveness in a public forum. Field Instructors are encouraged to attend this event, held each April. An external rater evaluates the posters and presentations, and one student receives a “Best Poster” award. The “Field Instructor of the Year” and “Field Agency of Note” or “Excellence in Field Instruction” awards are announced at this event during the luncheon.

SITE VISITS

Within the first six weeks of the academic year, the Assistant Director of Field Education will be scheduling a time to come out to the Field Agency to meet with the Field Instructor and the student. This first Site Visit is to review the completed Learning Contract and make sure that...
things are going as anticipated for everyone. The student and the Field Instructor are required to attend this meeting, as well as the Site Visits that occur in December and April. The Field Liaison will make sure that the Field Instructor can access the Canvas Resource Site and locate the AMFE. She can also provide individual instruction at that time if the Field Instructor is uncertain how to complete the measure which will be due in December.

GRADING
The Field Instructor and student will discuss grade expectations during the initial Kick-Off event. This discussion is to make sure that the student is aware of the Field Instructor’s expectations related to achievement of the student’s desired grade. At the Midpoint, and Endpoint Site Visits (December/April) the Field Instructor will recommend a grade for the student to the Assistant Director of Field Education. The Assistant Director of Field Education, who is also the Seminar Instructor and the Capstone Instructor, submits the grades to the University Academic Affairs Office. Rarely would the Field faculty change the grade recommended by a Field Instructor. Instead, students have an opportunity to self-advocate with the Field Instructor at the Site Visit if they are not satisfied with the grade recommended. (See SW 495 Field Experience I & SW 497 Field Experience II syllabi for specification of grading criteria.)

RESOURCES AND RESEARCH
Field faculty will provide Field Instructors with an Avila email address and access to the University’s Library system, as well as the University’s Learning Management System, Canvas. We hope that this will assist Field Instructors in many ways as they teach their students. Field Instructors and students have access to an online Field Education Resource Site via Canvas. Online training modules and other training materials are posted to help prepare and support Field Instructors to succeed as a central player on the student’s teaching team.

There is a Fall Field Education Kick-off and a Spring Field Education Training. Attendance is required at these two events for all Field Instructors and students in a placement. These meetings help students and Field Instructors gather in one place for specifically focused training and general preparation for the semester ahead. A review of assignments in other Social Work classes taken concurrently with Field occurs so that everyone understands those expectations as they relate to the Field setting. Field faculty explain key perspectives and processes to support students and Field Instructors.
The Director of Field Education and the Assistant Director of Field Education are always available to answer questions or concerns, supply additional instructional materials or activities, and to mediate unresolved situations between the Field Instructor and the Field student. Currently, the Assistant Director of Field Education also functions in a Field Liaison capacity, conducting Site Visits, and she is also the Instructor for the SW 497 and SW 498 courses.

Student behaviors important to monitor during the initial weeks of Field are: 1) time management; 2) promptness and accountability; 3) professional dress; 4) communication skills; 5) respectful interaction with work colleagues; 6) ability to hear and utilize feedback; and 7) preparation for supervision. If any concern in these areas arise, the Field Instructor should immediately address it directly with the student and expect an immediate improvement. If this does not occur quickly following a conference with the Field Instructor, contact the Assistant Director of Field Education immediately. It is expected that Avila Social Work students have mastered these skill areas prior to placement in the Field Agency. Avila’s Social Work Program has adopted a “zero tolerance” policy when it comes to unprofessional conduct and encourages our Field Instructors and Field Agencies to do so, as well.

Field Instructor behaviors that lead to early student satisfaction are: 1) weekly scheduled supervision time; 2) inclusion of the student in staff activities and meetings; 3) supplying early orientation materials and dialog about the agency, client population, and community network; and 4) connecting the student to other staff for observations, dialog, and informal interaction.

Congratulations! You have just completed a review of some key information offered in an abbreviated format for your easy reference. The next section of the Manual is also important to read and spend some time understanding. It goes into more detail about the areas covered in the Quick Start, and additional topics.

Please bring any questions, concerns, suggestions, or comments to the attention of the Field Faculty. We want to make this a helpful resource for you!

NOTE: All Field Experience related forms are located on the Field Resource Site on Canvas.
AVILA UNIVERSITY BSW PROGRAM OVERVIEW

History
The Avila BSW program debuted in the 1971-72 academic year as part of a regional consortium of university BSW programs. The Consortium consisted of schools in Missouri, Kansas, and Iowa. In 1972-73, the Consortium submitted an application to the Council on Social Work Education (CSWE) for approval status for the Consortium Program. CSWE granted approval retroactively to the 1972-73 academic year. Avila withdrew from the Consortium after the 1973-1974 academic year and became an independent program. In 1974, the National Commission on Accrediting and the United States Office of Education granted authority to the Council on Social Work Education (CSWE) to accredit baccalaureate BSW Programs. Avila submitted an application immediately and was among the first group of BSW programs to be accredited in the region. Accredited status was retroactive to the beginning of the academic year 1974-75.

Accreditation
Avila’s Social Work Program has had continuous accreditation by the Council on Social Work Education (CSWE) since 1974-75. CSWE is a national organization of education programs, faculty, and practitioners. Reaffirmation of Accreditation process occurs every eight (8) years. Attainment of Reaffirmation indicates that the Program meets the highest standards in Social Work education. The purposes of accreditation are “quality assurance, academic improvement, and public accountability.” (CSWE Reaffirmation Workshop Training Manual, 2010, p. 7.)

Definitions & Values
“Social Work is the art and science of helping people create more sustaining environments inside and outside of themselves.” (Petersen Wilson, 2002) The Social Work Dictionary definition of Social Work states that it is “the applied science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well-being of all people” (Barker, 1995). Social Work, as a profession, has both (1) a body of knowledge and skills; and (2) a set of shared values and ethics that its members learn, practice, and support.

Generalist Practice Definition
Grounded in the liberal arts, generalist practice also uses a person-and-environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the Social Work profession and applies
ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. (CSWE, 2008, p.7)

The Bachelor of Social Work (BSW) department at Avila University uses the Kirst-Ashman (2004) definition for the generalist BSW practitioner as one whom:

- Uses a planned change process.
- Assesses the person-in-environment.
- Intervenes at multiple levels of a system (micro, mezzo, and macro).
- Uses a broad knowledge base and skills grounded in Social Work and the social and behavioral sciences.
- Has earned a BSW from a CSWE accredited school.

In addition, effective generalist Social Work professionals practice the following:

- Critical thinking.
- Utilization of the *NASW Code of Ethics* to guide their practice.
- Demonstration of excellent oral and written communication skills.
- Use the “professional self” in an appropriate fashion in working with clients by continually examining their own values, beliefs, and prejudices in order to work effectively with a diverse client population in a culturally sensitive manner.
- Use strengths, ecosystems, and empowerment perspectives as frameworks, with an emphasis on and awareness of economic and social justice issues.
- Collaborate with the client system(s) to develop mutually agreed upon goals and intervention strategies.
- Are committed to lifelong learning

**Generalist Social Work Practice Roles at Multiple System Levels**

*Sources: Adapted from O’Melia/DuBois/Miley (2002) & Zastrow (2001)*

<table>
<thead>
<tr>
<th>Micro Level – Individuals</th>
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<tbody>
<tr>
<td>Consultancy – <strong>Enabler</strong> (work with individuals in counseling processes)</td>
</tr>
<tr>
<td>Resource Management – <strong>Broker</strong> (Liaison) &amp; <strong>Advocate</strong> (access available resources, develop resources)</td>
</tr>
<tr>
<td>Education – <strong>Teacher</strong> (mutual sharing of knowledge and ideas)</td>
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<table>
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<tr>
<th>Mezzo Level – Families &amp; Small Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultancy – <strong>Enabler &amp; Facilitator</strong> (families in counseling processes; facilitate group process to</td>
</tr>
</tbody>
</table>
Social Workers are caring and empathetic people who strive to accept, rather than judge, other people. By maintaining confidentiality and putting clients first whenever possible, Social Workers value the worth and dignity of all individuals, their rights to self-determination, social and economic justice, and service as exemplified in the following values of the profession as listed in the NASW Code of Ethics.

**Social Work Values**

- **Service** – Social Work has a dual focus. A primary goal is to help people in need and to address social problems.
- **Social Justice** – Social Workers challenge social and economic injustices, seeking access, and opportunity for all.
- **Dignity & Worth of the Person** – Social Workers respect the inherent dignity and worth of every person, regardless of behavior.
- **Importance of Human Relationships** – Social Work professionals value and respect all human relationships. They recognize that human systems are complex and critical to the development and well-being of people. The human relationship is central to developing the trust essential for promoting change.
- **Integrity** – The NASW Code of Ethics governs Social Workers, guiding them to act with professional integrity.
- **Competence** – Social Workers only conduct practice within the level of their abilities. They do not attempt to assist in areas that they are untrained or unskilled to handle.
In the SW 303 Generalist Practice course, Avila students use the acronym DISSC to remember the six Social Work values.

Program Mission
The Department of Social Work at Avila University “seeks to provide a values-based education, grounded in the liberal arts, preparing generalist BSW practitioners for effective Social Work practice and graduate studies, as well as lifelong professional and personal learning integrating knowledge, skills, and values. Informed in the Catholic tradition and in the spirit of the Sisters of St. Joseph of Carondelet, the program is dedicated to the formation of culturally competent Social Workers as social change agents in a global community who, through ethical practice, are committed to the well-being of self and others, engaged in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of Social Work knowledge through research and practice.”

Program Goals
The Social Work program has three goals. Corresponding competencies are identified within each goal.

1. To prepare students for graduate studies and as entry-level generalist Social Work practitioners (EP 2.1.1), applying ethical (EP 2.1.2) decision-making (EP 2.1.3) based on Social Work values, standards, knowledge, skills, and Avila’s Catholic tradition.

2. To prepare practitioners who are grounded in evidence-informed (EP 2.1.3, EP 2.1.6) practice, to work with diverse (EP 2.1.4) individuals, families, groups, organizations, and communities (EP 2.1.10) viewing personal and social issues through global, strengths, and empowerment perspectives (EP 2.1.4, EP 2.1.9), identifying and affecting the bio-psycho-social, spiritual, and cultural functioning (EP 2.1.7) of people and their environments (EP 2.1.9).

3. To prepare students who are committed to influence social policies (EP 2.1.8), deliver effective social services, advance social and economic justice, advocate for human rights (EP 2.1.5), and engage in professional growth and lifelong learning (EP 2.1.1).

Avila BSW Curriculum
In 2008, the Council on Social Work Education (CSWE) passed a revised set of Educational Policies and Accreditation Standards (EPAS) for Schools of Social Work across the nation. The 2008 EPAS curriculum consists of four features: 1) program mission and goals 2) explicit curriculum, 3) implicit curriculum, and 4) assessment. The standards outline ten core competencies common to all of Social Work practice and an accompanying set of practice behaviors for each competency. These are the foci of Avila’s Social Work curriculum. Faculty
strive to instruct students in requisite knowledge, values, and skills linked to specific practice behaviors and core competencies.

Our professors teach theory linked with practice, and empower students to integrate generalist Social Work “thinking” with generalist Social Work “action.” Consequently, presentation of content on systems and human behavior theory is important. Also emphasized are cultural competence, social and economic justice, practice strategies, policy influences, and research implications. The Avila BSW Program is set-up to prepare students to become competent, ethical generalist Social Work practitioners who are able to work at their level of competence with any kind of client group, in any setting with appropriate supervision, after an orientation to the job. The senior-year Field Experience is what makes a student’s learning distinct, and socializes the student to the norms of a generalist Social Worker.

**Competencies and Practice Behaviors**

Avila’s BSW Program uses an outcome performance approach to curriculum design. Ten core competencies with forty-one corresponding practice behaviors guide the development of the Avila BSW curriculum and serve as learning outcomes against which student performance is measured. “Core competencies and Field Education are the key elements of the explicit curriculum. Core competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.” (Reaffirmation Workshop Training Manual, 2010, p. 60)

Guided by the CSWE Standards for effective Social Work education, the Avila BSW curriculum includes knowledge, skills, and values related to the following areas.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
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</table>
| 2.1.1 Identify as a professional Social Worker and conduct oneself accordingly | 2.1.1.1 Advocate for client access to the services of Social Work  
2.1.1.2 Practice personal reflection and self-correction  
2.1.1.3 Attend to professional roles and boundaries  
2.1.1.4 Demonstrate professional demeanor in behavior, appearance, and communication  
2.1.1.5 Engage in career-long learning  
2.1.1.6 Use supervision and consultation |
| 2.1.2 Apply Social Work ethical principles to | 2.1.2.1 Recognize and manage personal values in a way that allows professional values to guide practice  
2.1.2.2 Make ethical decisions by applying standards |
| guide professional practice | 2.1.2.3 Tolerate ambiguity in resolving ethical conflicts  
2.1.2.4 Apply strategies of ethical reasoning to arrive at principles decisions |
| 2.1.3 Apply critical thinking to inform and communicate professional judgments | 2.1.3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
2.1.3.2 Analyze models of assessment, prevention, intervention, and evaluation  
2.1.3.3(a) Demonstrate effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues  
2.1.3.3(b) Demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues |
| 2.1.4 Engage diversity and difference in practice | 2.1.4.1 Recognize the extent to which a culture’s structure may oppress, marginalize, alienate, or create or enhance privilege and power  
2.1.4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
2.1.4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences  
2.1.4.4 View themselves as learners and engage those with whom they work as informants |
| 2.1.5 Advance human rights and social and economic justice | 2.1.5.1 understand the forms and mechanisms of oppression and discrimination  
2.1.5.2 advocate for human rights and social and economic justice  
2.1.5.3 engage in practices that advance social and economic justice |
| 2.1.6 Engage in research-informed practice and practice-informed research | 2.1.6.1 Use practice experience to inform scientific inquiry  
2.1.6.2 Use research evidence to inform practice |
| 2.1.7 Apply knowledge of human behavior and the social environment | 2.1.7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
2.1.7.2 Critique and apply knowledge to understand person and environment |
| 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective Social Work services | 2.1.8.1 Analyze, formulate, and advocate for policies that advance social well-being  
2.1.8.2 Collaborate with colleagues and clients for effective policy action. |
| 2.1.9 Respond to contexts that shape practice | 2.1.9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
2.1.9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |
| 2.1.10 Engage, assess, intervene, and | 2.1.10 (a).1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities  
2.1.10 (a).2 Use empathy and other interpersonal skills |
Teaching Philosophy
Avila is a university that values academic excellence, transformational learning, and inspirational leadership. Viewing and respecting students as adult learners, the BSW Program strives to provide safe, collaborative, and empowering learning environments. Faculty and staff value students without distinction, as well as encourage their active participation in the shared learning process.

The Sisters of St. Joseph of Carondelet sponsor Avila University. Their mission and values permeate throughout the university, and especially within the teaching philosophy of the Social Work Program. The Order’s history dates back to the mid-1800’s when the Sisters of St. Joseph arrived in the United States from France. You can read about their fascinating history at: http://www.avila.edu/about/history-of-avila.asp

The Sisters’ mission has been to work for the “dear neighbor.” Several of the Sisters’ values are mirrored in the Social Work Program’s teaching philosophy. An important consideration in the screening of potential Field Agencies and Field Instructors is their alignment with these values. The Sisters’ values that are similar are: 1) the worth, dignity, and potential of each human being; 2) diversity and its expression; 3) commitment to the continual growth of the whole person; and 4) interaction with and service to others.

Faculty, Field Instructors, students, alums, community Social Workers, other professionals, and clients all contribute to an empowering Field Education process by recognizing and appreciating abilities and potential for growth.

### Course Outcomes

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<tr>
<td>2.1.10 (a).3 Develop and mutually agreed-on focus of work and desired outcomes</td>
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<tr>
<td>2.1.10 (b).1 Collect, organize, and interpret client data</td>
</tr>
<tr>
<td>2.1.10 (b).2 Assess client strengths and limitations</td>
</tr>
<tr>
<td>2.1.10 (b).3 Develop mutually agreed-on intervention goals and objectives</td>
</tr>
<tr>
<td>2.1.10 (b).4 Select appropriate intervention strategies</td>
</tr>
<tr>
<td>2.1.10 (c).1 Initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td>2.1.10 (c).2 Implement prevention interventions that enhance client capacities</td>
</tr>
<tr>
<td>2.1.10 (c).3 Help clients resolve problems</td>
</tr>
<tr>
<td>2.1.10 (c).4 Negotiate, mediate, and advocate for clients</td>
</tr>
<tr>
<td>2.1.10 (c).5 Facilitate transitions and endings</td>
</tr>
<tr>
<td>2.1.10(d).1 Critically analyze, monitor, and evaluate interventions</td>
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</tbody>
</table>

faculty, field instructors, student colleagues, alums, community Social Workers, other professionals, and clients all contribute to an empowering Field Education process by recognizing and appreciating abilities and potential for growth.
students a rich learning experience. “Field Experience is the primary area in which the experiences of empowerment should occur.” (Lazzari, 1991)

Strengths, empowerment/feminist, and ecosystem perspectives organize the Avila BSW Program. The strengths, empowerment/feminist, and ecosystems perspectives help students learn to work in a collaborative and holistic fashion with client systems at the micro, mezzo, and macro levels. These perspectives help students in both identifying the unique strengths of the client system, and assisting the client system in strengthening, regaining, and developing connections with resources in their environment. It is the faculty expectation that student experiences in their Field Agency will mirror these same perspectives. If, and/or when they do not, the student has an opportunity to identify the disparity and critically examine the implications for the client and the worker relationship and outcomes of the work. The SW 497 Integrated Seminar course exists to provide students with a venue to explore just such observations, in addition to reflective discussions with their Field Instructor during supervision.

**Strengths Perspective**
The Strengths Perspective provides a framework to uncover individual and environmental assets within the client system’s situation. It is effective on all levels - micro, mezzo, and macro. In traditional modes of helping, problems are the focus, leaving the client system’s strengths overlooked. When people experience hardships and/or oppression, their skills, talents, and competencies are often obscured. The Strengths Perspective focuses on uncovering these strengths and builds on them to achieve client goals. Emphasizing the unique skills and competencies of each client system allows the helping process to be highly individualized. Expressed strengths help formulate an intervention plan that is specific to the client’s situation. This is in contrast to a focus that is problem-centered and neglects individuality and uniqueness in the pursuit of categorizing systems by deficits. The problems are only one aspect of a system’s situation. However, they are the focus of treatment when operating from a pathology orientation. In contrast, a strengths perspective recognizes that clients tend to develop and grow during the helping process through support of their unique abilities. *This same philosophy assists in the development of a productive Field Instructor/student relationship in the Field Experience.*

**Empowerment/Feminist Perspective**
The Empowerment/Feminist Perspective recognizes the power differential between Social Workers and the client system. It encourages a collaborative relationship between client and
Feminist pedagogy also stresses training for leadership. One of the ways of doing this is to hold students responsible for their own learning by helping them recognize their own experiences and then differentiate “self” from “other” in terms of seeing the differences and similarities of client’s experiences.

Ecosystems Theory places the client system within an environmental context and emphasizes the importance of the interaction between the two. Ecosystems Theory places the client system within an environmental context and emphasizes the importance of the interaction between the two.

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Social Worker with each recognizing and respecting the others’ unique talents and strengths. Client systems at all levels are encouraged to become their own advocates and identify their own goals. Students at Avila learn to work in a collaborative way with client systems, focusing on the client system’s abilities, wants, and aspirations, and achieving outcomes directed by the client system. They are encouraged to give up the dangerous though enticing role of “expert” to become a partner who can assist the client system to move toward their goals. Because the faculty recognize that power and powerlessness are central issues for students, as well as for prospective client systems, they create classrooms structured to empower students by valuing and recognizing their contributions to the learning process. Classes allow space for students to express themselves. All opinions are given serious consideration. Students can choose assignments of interest and relevance to them. The use of constructive criticism to improve and enhance students’ Social Work skills is important. Again, mirroring this in the Field Experience provides an environment best suited to maximize growth in the student.

Developing community is an important feature of feminist pedagogy. These techniques include use of “space” and “sharing.” In terms of space, classes often meet in a circle or square. Traditional arrangements encourage domination of a few voices while the circle encourages everyone to contribute to the discussion. The circle also implies a sharing of ideas and openness to a variety of points of view. People listen to each other as well as to the Instructor. This difference seems especially important when the class discusses emotionally charged issues; for example abortion or same-sex marriage. It also facilitates self-advocacy and appropriate risk-taking in skill development exercises.

Feminist pedagogy also stresses training for leadership. One of the ways of doing this is to hold students responsible for their own learning by helping them recognize their own experiences and then differentiate “self” from “other” in terms of seeing the differences and similarities of client’s experiences. The Social Work faculty teach theory simultaneously with practice knowledge and heuristic wisdom.

Ecosystems Theory

The Ecosystems Theory is the third foundation upon which the Program’s teaching philosophy rests. Ecosystems Theory places the client system within an environmental context and emphasizes the importance of the interaction between the two.
The Avila BSW Program utilizes ecosystems theory as a major tool with which to analyze client systems. Ecosystems Theory also guides an understanding of the mutuality inherent in the Field Instructor/student relationship and its impact on learning outcomes.

The faculty believe that in a modern, technological society, other systems strongly affect a client system's ability to function. Faculty encourages students to look at the “whole picture.” Client systems interact with a myriad of environmental supports and stressors. How the client system’s supports and challenges fit together is as important, and sometimes more important, than any one person's individual attribute. Students at Avila see that the client system at all levels functions in a context. They are encouraged to ask the following questions when working with client systems:

1) What cultural, emotional, and social supports does the client system have?
2) What other systems limit or oppress them?
3) What skills can they use to challenge or change what is harmful to them?

The student Social Worker can then help the system to identify ways to improve its sense of efficacy and satisfaction. Modification of these same questions can assist the student in Field Experience, also. What cultural, emotional, and social supports does the student have related to their student Social Work role? What might be limiting or oppressive to them in that role?

**Perspectives Guide Parallel Processes**

Through these three interrelated perspectives, the Avila BSW Program promotes the recognition of the collaborative nature of Social Work practice. The Program emphasizes a holistic view of client systems, and promotes equality and self-determination. Faculty are hopeful that the student Field Experience is one rich in opportunities that emphasize a holistic view of the student, promoting self-determination when safe for the student and client. There is an emphasis on self-directed learning of the student and utilization of diverse settings, Field Instructors, and Field faculty as resources and guides. The Program seeks to link and integrate classroom learning and the Kansas City regional Social Work community through contextual learning assignments while the student is in their Field placement. The classroom becomes a microcosm of the work place; the workplace informs the classroom learning.
Valuing Economic and Social Justice

Concern for economic and social justice is the fourth foundation upon which the curriculum rests. The program underscores the need to deal effectively with the complex, interrelated, social, economic, political, and cultural factors that create injustice, limit opportunities, and forfeit human potential for large segments of the population. This concern fits historically with Social Work profession that has always been concerned with both the nature of problems generated by client systems’ interrelationships with their social environment and with effecting social change to improve the social functioning and quality of life for all. The Judeo-Christian ethical value system, which emphasizes social responsibility, individual responsibility, social equality, and justice, is at the base of these concerns. As a Catholic university, Avila recognizes and supports these values by making them an integral part of Avila University’s Intended Learning Outcomes (ILOs) for all undergraduate students. Faculty enable and encourage BSW students to develop a set of values that will allow them to grow in freedom and responsibility as they relate to global social and moral issues. This overall University support strengthens and enhances the BSW Program, including the Field Experience component.

Curriculum

VOLUNTEER, SHADOW & SERVICE LEARNING

All Avila University students have a variety of “hands-on” learning opportunities prior to graduation. Social Work students are also required to complete a 20-hour “Shadow Experience” in SW 303 Generalist Practice, and they potentially volunteer as part of a “Mini Agency Experience” for at least 45 – 135 hours in a social service agency of their choosing. Students are encouraged to participate in campus-wide service learning opportunities and to volunteer in the community to gain additional experience and awareness of their interests and strengths. Many students have completed placement and volunteer experiences in human service courses at the community college prior to their transfer to Avila.

SOCIAL WORK COURSES (SW)

Source: Avila Undergraduate Course Catalog 2013-2014

SW/WS 205. Social Problems/Social Change. (3)
Students will study social problems such as sexism, racism, and classism in the United States and around the world. Individual and institutional responses to social problems will be examined with a focus on human rights and the pursuit of social justice for populations-at-risk. Students will be encouraged to explore the concept of “civic responsibility” and discover what they can do to promote social change on local, national, and international levels.
Core II. SP.

SW 225. Introduction to Social Welfare. (3)
Students examine the history, principles, and nature of social welfare, including the relationship of social welfare institutions to society and the delivery systems for social services. Students explore concepts
such as human diversity, social and economic justice, the needs of vulnerable populations, and policy in the context of social welfare. Topical areas examined include housing, criminal justice, poverty, mental and physical health, and the welfare of families. Students explore both where their own values are grounded and the consequent social implications. Individual and institutional responses to social problems will be examined with a focus on human rights and the pursuit of social justice for populations-at-risk. Core II. FA.

SW 280. Mini Agency Experience. (1-3) This experiential course is designed to introduce the student to a specific Field in the Social Work profession. The student agency over the course of the semester shadowing a professional BSW or MSW Social Worker. The student will receive an orientation to the agency, which will include: the range of services offered, social problems addressed, client services, and funding sources. The student will be able to observe Social Worker-client interactions. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. FA, SP, SU.

SW 290. Topics in Social Work. (1-3) Seminars on current issues and topics in Social Work practice. May be repeated for credit. FA, SP.

SW 303. Generalist Social Work. (3) This course is designed to introduce students to generalist Social Work practice and professional conduct. Students will learn the meaning of generalist practice and Social Work roles at the BSW level. The following frameworks and models will be introduced: empowerment; strengths; ecosystems; and economic and social justice. The course covers the values and ethics of the Social Work profession, and encourages the students to examine their own values and ethics. As values are examined, issues of diversity, oppression and populations-at-risk are interwoven with the current issues in Social Work. Integrated into the course is a 20 hour service learning experience in a local Social Work agency. Meets the Communication Intensive course requirement in the major. Recommended for Social Work majors only. FA.

SW 317. Grief and Loss. (1-3) This course explores the concepts and theories of grief and loss and the needs of individuals experiencing special types of bereavement. The course also reviews modalities for working with people from diverse backgrounds as they deal with grief and loss in their lives.

SW 320. Multiculturalism. (1-3) This course explores diversity on current issues and topics related to Global Social Work practice. May be repeated for credit. FA, SP.

SW 331. Child Abuse/Neglect. (1-3) This course provides an overview of the subject of child maltreatment including abuse (physical, emotional, or sexual) and neglect. The impact of child abuse and neglect on children and families will be addressed. In this course, students also explore personal perspectives and professional responses to child abuse and neglect.

SW 332. Child Protection. (1-3) This course provides an overview of the child protection system including child abuse laws, reporting procedures, and intervention services. The course also examines local and national prevention models and resources for addressing child maltreatment with families and communities. In this course, students also explore personal perspectives and professional responses to child protection and the prevention of child maltreatment.

SW 333. Resiliency/Trauma Recovery. (1-3) This course provides an overview of the subject of resiliency and recovery in regards to trauma. The course focuses on the resiliencies of children exposed to abuse or neglect and explores treatment modalities for working with individuals and families recovering from the trauma of child maltreatment.

SW 334. Crisis Intervention: The Individual. (1-3) This course is a survey of crisis intervention concepts, theories and techniques. The course will focus on the origins or causes of crisis, how a crisis develops, management, resources and
techniques for crisis intervention. The course explores various personal responses when faced with an abnormal situation. Coping strategies that assist individuals in lessening post-traumatic stress will be discussed.

**SW 335. Crisis Intervention: The Community. (1-3)** This course will explore the effects of a crisis on a community. Local and global communities who have faced destruction from natural disasters, war, plagues, etc. will be studied in regards to recovery after a large scale crisis. This course will include information on critical incident stress debriefing (CISD) and management.

**SW 350. Human Behavior in the Social Environment I. (3)** The *Human Behavior and the Social Environment* I (HBSE I) course will cover normal growth and development of the individual from infancy through death. HBSE I examines Traditional/Dominant and Alternative theories with specific focus on people of color, men, women, poverty, sexual orientation, elders and persons with disabilities. Traditional paradigms of stage-based theories of individual development will be examined and specifically analyzed and critiqued regarding their inclusion/exclusion of women and minorities. Theories on human development will be assessed in relation to how they either contribute to or obstruct understanding human development in terms of individual and cultural dignity and diversity, people’s strengths and resilience, and capacities to grow and change. This is a Communication Intensive course. FA.

**SW 351. Human Behavior in the Social Environment II. (3)** This course is the second in a two-semester sequence in which students examine the dynamic interaction between individuals and their environments, focusing on small groups, organizations, and communities. The course utilizes a critical perspective to assess the application of social systems theory, theories of social interaction, and other theories used in macro Social Work practice. Infused throughout the course is an appreciation of human diversity. The course will expand the professional self-awareness of the student in engaging with diverse client groups and populations at risk. This is a Communication Intensive course. Pre-requisite: SW 303 and SW 350. SP.

**SW 352. Practice with Individuals. (3)** This course explores strengths-based and empowerment approaches to practice with individuals. Social Work ethics and values will be explored through the use of case examples. In addition to classroom instruction, this class includes hands-on self-evaluation tools, interpersonal skills, interviewing skills, recording and reporting skills. Upon completion of the course, students will understand how to use the planned change process to intervene at the micro or individual level. Prerequisites: SW 303 and SW 350. SP.

**SW/SO 365. Violence in the Family. (3)** This course provides an overview concerning the dynamics of child, spouse, and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of treatment and prevention of abuse are highlighted.

**SW 397C. Research Methods. (3)** Introduction to methodology and techniques; formulation of research problems; study design; hypothesis; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. This is a Communication Intensive course. FA.

**SW 462. Practice with Groups/Families. (3)** This course explores structural, solution-focused and empowerment approaches to practice with groups and families. Emphasis is placed on the specific intervention models and skills necessary to assess and intervene in group and family dynamics. An introduction to an analysis framework for decision making on ethical dilemmas in practice is also included. This is a Communication Intensive course. Prerequisite: SW 351, 352. FA.
SOCIAL WORK PROGRAM REQUIREMENTS CHECKLIST

Core Level I (12 – 13 credit hours) Minimum “C” grade
- Composition I
- Fundamentals of Communication
- Computer Competency course
- College Algebra or Finite Math
- First-Year Seminar (traditional first-year students only)

Core Level II Knowledge – Heritage, The Contemporary World, and Self (31 credit hours) Minimum “D” grade
- History
- Art/Music/Theatre
- Literature
- Religious Studies
- Philosophy (Ethics recommended)
- Religious Studies/Philosophy
- Biology w/Lab
- General Psychology
- Introduction to Sociology
- Social Problems/Social Change
- Intro to SW/Social Welfare

Core Level III Integration (6 credit hours) Minimum “C” grade requirement (must be taken at Avila)
- Interdisciplinary Studies (IS)
- Interdisciplinary Studies (IS)

Social Work Major Related (15 credit hours) Minimum “C” grade requirement
- Composition II
- American National Government
- Macroeconomics or Survey of Economics (requires minimum “D” grade)
- Social Statistics
- Social Psychology

Social Work Major (42 credit hours) Minimum “C” grade
- HBSE I
- Generalist Social Work (20 hour agency shadow experience)
- HBSE II
- Practice w/Individuals
- Practice w/Families/Groups
- Research Methods
- Field Education I (250 agency hours)
- Integrative Seminar
- Field Education II (250 agency hours)
- Social Work Capstone
- Policy and Program Analysis
- Practice w/ Communities/Organizations
- Special Interest
- Special Interest
- Special Interest
- Special Interest
- Special Interest
- Special Interest
- Special Interest

+ General Electives (21 – 22 credit hours)

128 total hours required for graduation (not including developmental courses). 64 hours must be attained at a 4-year institution.

Minimum 2.5 GPA (cumulative) is required, and a “C” grade in all Social Work courses.
Catalog Continued....

SW 463. Practice with Communities/ Organizations. (3)
This course builds upon SW 352 and SW 462 and expands the student’s knowledge and skills through the development of a planned process that could be used in organizations or communities to promote change. The course also explores global interventions to promote social and economic justice and social action movements. Prerequisites: SW 462. SP.

SW 465. Social Policy and Program Analysis. (3) A review and critical analysis of the factors that shape and form social legislation and social policy in the broad fields of social welfare. Emphasis will be placed on an understanding of the processes and importance of social policy formation and the impact on client systems. Prerequisites: EC 195 or EC 203, PS 120, SW 351. SP.

SW 490. Directed Study. (1-3) The student independently pursues an approved and directed in-depth study of a specific topic in the Field of Social Work. May be repeated for credit, not to exceed course maximum credit of 3 credit hours. FA, SP.

SW 495. Field Experience I. (4) All Social Work majors are required to fulfill a 500-clock-hour Field placement over the course of two semesters in a social service agency under the supervision of a professional Social Worker. 250-clockhours of the 500-clock-hour placement must be completed in the fall semester. Prerequisites: SW 351, SW 352. FA.

SW 496. Field Experience II. (4) All Social Work majors are required to fulfill a 500-clock hour Field placement over the course of two semesters in a social service agency under the supervision of a professional Social Worker. 250-clockhours of the 500-clock-hour placement must be completed in the spring semester. Prerequisites: SW 397, SW 495. SP.

SW 497. Integrative Seminar. (2) In conjunction with SW 495, students participate in a weekly seminar class formatted to assist them in ongoing integration of Field and classroom curricular components. The class emphasizes integrative journaling, self-evaluation, and development of a supportive and challenging learning community, and exercises in ethical practice. The class also provides time for guided and reflective discussions which include topics like worker safety, self-advocacy in a professional setting, and effective use of supervision. This course meets a Communication Intensive (CI) requirement in the major. Prerequisites: SW 351, SW352. FA.

SW 498. Social Work Capstone. (2) This course serves as the Capstone experience for the Social Work major. As the Capstone, the course provides the culminating experience in the major. In this course, students complete a comprehensive case study project, including single subject research. Completion of this project provides an assessment of the student’s understanding and application of competencies in key areas. These include knowledge, skills, and Social Work values and ethics applied to actual Social Work practice. This course meets a Communication Intensive (CI) requirement in the major. Prerequisites: SW 397, SW 462, SW 495 and 497. SP.

COURSE SEQUENCING
Linkages: Academic Coursework and the Social Work Setting
Students utilize communication skills developed across the Avila curricula; spiritual and personal understanding of values developed in the philosophy and religious studies required courses; and knowledge of people and institutions acquired in social science, humanities, and natural science courses.

Students prepare for Field by successfully completing two semesters of foundation Social Work courses including Introduction to Social Work/Welfare, Generalist Social Work, and Practice with
Individuals, Human Behavior and the Social Environment (HBSE) I, and HBSE II. Self-awareness, professional conduct, the history of Social Work, and core knowledge, values, and skills in the profession are the focus of these courses. Courses are sequenced so that students move from acquisition to understanding, application, and analysis of core knowledge, values, and skills.

Assignments are pragmatic and serve as rehearsal for what the student will be doing in their Field Experience in the following year. For example, in SW 352, students are assigned to a learning partner and a case scenario. Throughout the semester, the learning dyads work to apply various stages of the planned change process to their case. They are asked to present case demographic and assessment information in a clear, concise format that would be similar to how they would present a case for supervision in the Field Experience context. They also make a video role-playing the skills required in order to obtain a collaborative treatment plan for the case. Finally, they submit a brief paper describing an intervention and evaluation strategy appropriate for the culture and client context. These assignments require the students to integrate and operationalize knowledge, values, and skills obtained in the previous semester from HBSE I and Generalist Social Work. Feedback prepares them to feel more confident and empowered in their ability to engage successfully with the initial tasks of their Field Experience in the fall. Student performance on these assignments also reinforces assessment of readiness or raises concerns about Field entrance that the Director of Field Education, who teaches the course, can act on quickly.

In Field Education courses, students utilize knowledge, skills, and values gained from their Social Work courses. From the two foundation courses teaching systems thinking, empowerment, and human behavior in the social environment, students gain knowledge of the internal and external forces that affect human action. From their Generalist Practice, Practice with Individuals, Practice with Families/Groups, and Practice with Communities/Organization courses, they gain skills in working collaboratively with clients at all systems levels and increase their knowledge of professional ethics. From their Research Methods course, they gain tools for evaluating and informing their practice. In the policy course, students examine the equality of available services, and how to advocate for change in programs and policies in ways that advance social and economic justice, with special focus on vulnerable populations.

Field Education transforms foundational knowledge, values, and skills by utilizing the agency as a rich learning environment where the student demonstrates higher level thinking ability by working collaboratively with client systems at all levels. The student observes and practices assessing and resolving challenges by using a planned change process. Field Experience I and Field Experience II are taken concurrently with Integrative Seminar and Social Work Capstone during the student’s senior year. Avila has chosen to build the Social Work curriculum based on a “concurrent model” that includes integrative seminars. While in Field, students take their advanced practice, policy, and research courses, and culminate their studies with a Capstone experience. The Capstone experience requires students to
integrate and demonstrate their competence of all practice behaviors. They do this by focusing on a case that they are working with in their Field setting, conducting research, and presenting findings in a final colloquium poster presentation.

Field Experience Procedures and Policies: Student’s Readiness

PRE-PLACEMENT EXPERIENCES
This section of the manual is to assist in understanding pre-placement experiences that are built into the learning process so that the Field faculty can assess student readiness to enter the Field Experience.

WHO CAN ENTER THE FIELD PLACEMENT PROCESS?
Avila recognizes the importance of carefully preparing and assessing readiness prior to student placement in Field. Standards of performance are clearly stated, reinforced, and monitored to insure that Field Instructors and Agencies will have a positive experience with their student. All students considered for senior placements have been: (1) admitted in good standing to the Social Work program; (2) have attained a minimum 2.5 GPA; and (3) have demonstrated competence in their professional conduct. They will also have completed a 20-hour shadow experience in SW 303 Generalist Social Work and received ratings of at least “3” (acceptable) out of “5” (excellent) on the criteria necessary for admission to Field. Only those students who have met the specified criteria are allowed to enter the Field placement process.

Prior to Field Experience I, students have completed the major-related requirements General Psychology, Sociology, American National Government, Social Psychology, Composition II, Survey of Economics or Macroeconomics, Biology with a Lab, and generally at least one Social Work Special Interest course, as well as Social Statistics.

Students must also complete the following courses in the BSW curriculum prior to entrance into Field: Introduction to Social Work and Social Welfare and/or Social Problems/Social Change; Human Behavior in the Social Environment I; Generalist Social Work; and Human Behavior in the Social Environment II, and Practice with Individuals.

Field Experience I and II are taken concurrently with upper level Social Work courses during the senior year. Generally, Practice with Families/Groups, and Research Methods, as well as Integrative Seminar, are taken in the fall at the same time as Field Experience I. In the spring, along with Field Experience II and the Social Work Capstone, the full-time student takes Practice with Communities and Organizations, and Social Policy and Program Analysis.

Students are able to complete assignments in their advanced Social Work courses by using their agency setting as a context. For example in SW 462 Practice with Families/Groups, students are required to identify a population and a specific need of that population within their agency. They then integrate course material with what they are experiencing in Field in order to develop a group
ASSESSING STUDENT READINESS FOR PLACEMENT

- Fall Junior Year
  - SW 303
  - SW 350

- Fall Senior Year
  - Field Experience
    - Kick-off

- Application, Interview, & Admission to the Major

- Placement Finalization & Distribution of Manual, Training Resources

- Pre-Placement Orientation
  - Student/Agency Interviews & Match

- Field Faculty Interview & Individualized Placement Development

Field Education Placement

**Admission to the Major Process:**
Admission occurs annually in the fall semester. Primary responsibility for facilitation of this process sits with the Social Work Program Director.

The criteria for admission to the Avila Social Work Program appear in the Avila University Catalog and the BSW Program Student Handbook in hard copy and online. Students who choose to major in Social Work must make formal application to the Program. Applications are available through Canvas; in the BSW Program Student Handbook and in the Social Sciences Office. The Admission process occurs during late fall in the student’s junior year.

When students first enroll at Avila, they can declare a “Social Work major.” However, the formal admission to the BSW Program is delayed until the student has completed their first semester as part of a junior cohort group that will travel through the last two years of the curriculum in sync with each other. One of the reasons for the delay is because Avila’s Program consists of a mix of

- Field Education Placement
  - Fall Junior Year
    - SW 303
    - SW 350

- Fall Senior Year
  - Field Experience
    - Kick-off

- Application, Interview, & Admission to the Major

- Placement Finalization & Distribution of Manual, Training Resources

- Pre-Placement Orientation
  - Student/Agency Interviews & Match

- Field Faculty Interview & Individualized Placement Development

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traditional students as well as non-traditional students who transfer to Avila after completing two years at a community college in the region. Delaying formal admission until December also allows fuller faculty observation of student “fit” with the values of the profession and their readiness to enter Field Education. This also allows time during the SW 303 course for student reflection on the “fit” of the profession for them as well.

The Program Director comes to SW 303 class before fall mid-term, and explains the process. He also distributes packets with directions and forms in the SW 303 Generalist Social Work class.

The two full-time Social Work faculty work closely with BSW students to assess their likelihood for admission to the major, as well as to address readiness for the Field Experience. Some of the criteria for Admission to the major are assessed through the evaluation of assignments completed in SW 303 Generalist Practice, and SW 350 Human Behavior in the Social Environment I. The Director of Field Education teaches SW 303, and the Program Director teaches SW 350. Students complete a 20-hour “Shadow Experience” as a requirement in SW 303. The “Shadow Agency” supervisor’s evaluation of the demonstrated professionalism of the student over the course of twenty hours is a strong indicator of readiness for Field placement. The supervisor in the shadow experience must have an MSW or BSW. Students also develop a professional resume for SW 303. It is reviewed by the Social Sciences Office Manager, so that a student receives feedback and can revise and strengthen their resume before taking it to the pre-placement interview with a potential Field Instructor during the spring semester. The student’s verbal communication skills are evaluated in SW 303 during their Social Work History Presentation assignment. In SW 350, the student’s written communication skills are evaluated through a paper assignment. The Office Manager reviews student resumes (1-10 scale with comments) and returns drafts with feedback to students. The student continues to work on their resume in preparation for their placement interview in the spring.

Students submit their completed Application Packet to the Office Manager by the established deadline, usually late in November. Evaluations from the Shadow Experience in SW 303 are mailed from external supervisors with a seal signature to the Office Manager for placement in the student’s Application Packet. The Packet contains the following documents:

- Personal Statement
- Revised Resume
- Self-Evaluation Check List
- Field Worksheet
- Cumulative grade point average
- Shadow Experience Evaluation
The Program Director collects the current GPA of all students. The Director and Faculty review all submitted Application Packet materials. They collaboratively identify strengths/growth needs for students in individual meetings beginning after mid-term through the end of the fall semester.

Criteria for Admission
Students will be evaluated for Admission into the Social Work major according to the following criteria:

1) Acceptance by Avila University.
2) Minimum cumulative grade point average of 2.5 (Students who have a lower GPA can apply but will only be accepted on a conditional basis and must achieve the 2.5 GPA).
3) Attain a “C” or better grade in all Social Work, and Social Science-related courses.
4) Are enrolled in or have completed the SW 303 Generalist Social Work course.
5) Satisfactory evaluation by a supervisor of the Shadow Experience assigned in SW 303.
6) Demonstration of an understanding and commitment to Social Work values and ethical standards documented with a signed commitment to uphold the NASW Code of Ethics.
7) Demonstration of social functioning that allows for effective beginning generalist level professional Social Work practice.
8) Demonstration of effective verbal and written communication skills in the Social Work History oral presentation and the Shadow Reflection paper assignments in SW 303.
9) Demonstration of effective analytical skills in the Research Assignment in SW 350.
10) Demonstration of professional attitudes and behaviors evaluated during the Shadow Experience in SW 303 including attendance, punctuality, accountability, effective time management, professional dress, and conduct; and student colleague/Instructor relationships observed in the Social Work classroom environment.

In addition to these requirements, students must complete a formal application for the department of Social Work that includes the following:

1) A personal statement detailing their development of interest in Social Work and identifying their professional strengths and areas for improvement.
2) Signed Commitment to Uphold the NASW Code of Ethics
3) Signed Admission, Retention, Dismissal Policies and Procedures Statement
4) Assessment of Professional Functioning
5) Shadow Experience Evaluation form
6) Field Experience Planning Worksheet
7) Professional Resume

Faculty are committed to facilitating an “Admission to the Major” process that truly screens for “fit” with the profession, as well as readiness for the challenging learning opportunity offered in a 500-hour Field Experience. Feedback offered to the student in the Admission to the Major interview in December occurs with depth because faculty have spent a minimum of 15 weeks with the student applicants in Social Work core classes. Some students are encouraged to reconsider their choice, and some recognize that Social Work is not a path they wish to pursue. Faculty can work closely in advising a student to identify a more suitable major for the following semester. Most applicants are accepted with a conditional or unconditional status and recommendations are made by faculty regarding professional development goals.
The Assistant Director of Field Education joins the two full-time faculty during the Admission to the Major interviews. Faculty review the applications, hear the student’s self-assessment of their strengths/weaknesses, and challenge students to expand or consider other aspects. Faculty also supply feedback on each student’s strengths and areas to concentrate on in the coming months prior to entrance into Field. At this time, each student also submits a completed Field Education Worksheet that helps them consider personal preferences in supervision styles, geographic and scheduling considerations, population interests, and other life factors related to Field placement. Part of the interview is spent discussing the student’s thoughts about placement. Students receive ideas from the faculty to reflect on over the winter break.

The Program Director and faculty determine Admission status based on criteria listed in the Student Handbook. A determination results in one of the following Admission statuses:

- unconditional
- unconditional with growth expectations
- conditional with specific behavior goals to be achieved by May
- admission denied at this time

Students receive word of their Admission status during finals week. The Program Director collaborates with the Office Manager to mail these letters.

In late January, the Director of Field Education meets individually with each student to continue to review her/his Field Worksheet. Discussion occurs about the Field placement process and continues the collaborative dialog while narrowing options for their Field Experience. This conversation is to maximize the alignment with the student’s development of competencies, and their career goals as a future Social Work practitioner.

Students establish professional development goals (based on faculty suggestions and their Admission status) and create a plan of action in SW 352 Practice with Individuals during the spring following Admission. An evaluation of their progress toward these goals is part of the SW 352 course.

**WHAT IF A STUDENT’S ACCEPTANCE IN THE PROGRAM IS CONDITIONAL?**

Sometimes a student receives a “conditional acceptance” to allow additional time to meet Admission standards and/or readiness for Field placement. A student with a “conditional acceptance” works with the Director of Field Education in the spring to identify placement options for fall. However, students who are conditionally accepted to the Social Work Program in December will have to complete their negotiated professional development goals and obtain an “unconditional acceptance” status prior to May. They must achieve their specific behavior goals by May or their entrance into Field will be delayed a year or denied completely. Rarely, in a case of unusual circumstances, or when a student is very close to their goals, a conditional acceptance status will be extended into the first six weeks of the fall semester as a safeguard at the discretion of the Director of Field Education and the Assistant Director of Field Education. The Field Instructor would be
aware of the student’s tentative status, and assist in monitoring a specific behavioral contract. If the student is able to comply with the contract, their status would be converted to “unconditional acceptance”. If not, they would be removed from their placement and have to drop their Social Work courses for that semester, regrouping and considering another major. Entering Field under a conditional status is very risky for the student. If they are unable to comply with the behavioral contract they will not be able to enroll in other courses that semester. As mentioned, this option is rarely offered to a student, and if it is, the student is fully aware of the risk they are taking.

Field Experience Procedures and Policies: The Agency and Field Instructor

**HOW DOES THE PROGRAM SELECT FIELD PLACEMENT SITES?**
Throughout the academic year, agencies contact Avila’s Social Work Program inquiring about becoming a Field site. The Director of Field Education contacts other agencies directly to request placement possibilities. Avila has very positive, long-standing relationships with many agencies used, but is also always in the process of screening, orienting and training new Field Instructors and agency sites based on individual student needs and requests. The Director of Field conducts an extensive interview with the Field Instructor and sometimes the agency’s administrator, before sending the student to interview at the site.

**HOW DOES THE SOCIAL WORK PROGRAM CHOOSE FIELD INSTRUCTORS?**
The criteria for the selection of a Field Instructor include:

- An employee of the Field Agency who holds either a BSW or an MSW degree from a CSWE-accredited school of Social Work.
- Must have a minimum of two years post-graduation work experience in a Social Work role.

**The agency Field Instructor must:**
1. Meet with the Assistant Director of Field Education at least two times the fall semester, and once the second semester at the agency.
2. Attend two Field Education meetings on Avila’s campus during the Field semesters (CEUs are offered for these events.)
3. Work with the Field student in the process of formulating the Field Learning Contract (final responsibility for the contract is with the Field student). The agency Field Instructor, Field student, and Assistant Director of Field Education sign and monitor progress on the contract Learning Activities for each Practice Behavior operationalizing a Core Competency.
4. Provide an educational learning experience for the student that is consistent with the Program’s goals and learning outcomes.
5. Provide ongoing verbal evaluations of the Field student’s performance and professional development as well as written evaluation of the student’s work at the end of each semester, as well as a minimum of one-hour of supervision weekly with the student.
6. Whenever a problem serious enough to jeopardize the Field student’s placement or a question regarding the performance of the student arises, the Agency Field Instructor must
contact the Assistant Director of Field Education in a timely manner. If withdrawal of the student from the agency becomes necessary, it will be guided by the Director and/or Assistant Director of Field Education in close consultation with the student and agency Field Instructor, as well as any other relevant members of the agency.

7. Oversee a time monitoring system and sign the student’s time sheets to ensure student’s completion of five hundred fifty (500) clock hours of Field Experience.

WHAT DOES THE AGENCY PROMISE TO PROVIDE FOR THE STUDENT?
The agency will provide the Field student with the following requirements:

- An agency employee to serve in the role of Agency Field Instructor who can provide at least one (1) hour of supervision per week.
- An early orientation to the agency’s policies, procedures, and services
- Access to space and office equipment to function as a student member of the agency. No guarantee of a desk, office, or access to a computer is required; attempts are requested for some type of “landing space” and equipment necessary to complete tasks effectively in the student Social Work role.
- Opportunities for significant contact with agency staff members, as well as access to other agency functions, i.e., staff development, conferences, board meetings, etc.
- Direct Social Work contact with the agency’s clientele of individuals, families, small groups, organizations, and communities. The Learning Contract must include Learning Activities that will be completed during the five hundred (500) total clock hours of Field Experience.
- Opportunity to identify, analyze, and evaluate change and the methods by which the change was accomplished within the service delivery system.
- Opportunity to represent the agency to other human service organizations and to participate in the functioning of complex service delivery systems.
- Opportunity for Field students to work with culturally diverse and oppressed populations.
- Opportunity to guide the Field student in a self-evaluation and provide an evaluation of development of professional Social Work values, knowledge, and skills.
- Accepting the student for the full five hundred (500) hours of Field instruction, unless poor performance or change in agency personnel prohibits this despite the agency’s best efforts to honor their commitment.
- Keeping the Field faculty informed of any problems in the placement, or other administrative considerations of importance to the student or Program.
Field Experience Procedures and Policies: Placement Process

HOW DOES A SOCIAL WORK STUDENT GO ABOUT BEING PLACED?

Placement Time Line

December - Student discusses populations and settings of interest during the Admission to the Major interview process with Director of Field Education, Assistant Director of Field Education, and Director of the Social Work Program.

January – Director of Field Education meets individually with all students who are eligible for enrollment in Field Experience I in the following fall semester. She examines the current active Field Agencies and Field Instructors who have indicated that they are interested in a student for the next academic year. The Director of Field Education also contacts and screens a variety of “new” agencies on behalf of individual students. Using the written criteria for becoming a Field Agency and a Field Instructor, the Director of Field Education assures that the setting can provide the opportunities required for BSW level generalist practice by adhering to written criteria. She also screens the potential Field Instructor in an interview to ensure that he or she meets the required criteria and is expressing not only interest, but also enthusiasm to become an Avila Field Instructor in the coming year.

February: Field faculty conduct a mandatory orientation meeting for all students planning fall entrance into Field. If an agency is willing to consider taking a student and all criteria have been evaluated and met by the agency and by the potential Field Instructor, the student receives contact information for at least one and sometimes two organizations. Students contact the potential Field Instructors by phone, arrange, and conduct on-site interviews as soon as possible. This interview gives the potential Field Instructor a chance to assess the student’s “fit” with the agency and vice-versa.

WHAT HAPPENS WHEN THE STUDENT GOES OUT TO INTERVIEW AT THE AGENCY?
This is an important interview. Students are interviewing the agency personnel to see if the agency can supply the learning that interests the student. The student is also checking to see if the agency hours will work with their school and/or personal schedules, including things like childcare or employment hours, transportation restrictions, etc. The student needs to find out all of the important details that affect them directly. For example, does the agency pay mileage to interns? Are they expected to use their own car to transport clients? Will they be able to have their own caseload? What type of intern has worked out best in the setting if they have had others? The student is also checking to see if the personality and style of the Field Instructor is a good “fit” for them. Personality clashes can happen, and students need to get a “sense” about if they can work with the Field Instructor for nine months.
The student should consider this a formal interview and dress accordingly. For women and men the style of dress is generally considered, at a minimum, “casual business” attire. First impressions count and so the student wants to present themselves in a professional manner. For men, a suit is not required, but dress slacks or khakis and a nice, tucked-in shirt with a collar are typically expected. A tie is optional, but, in a more formal setting, may gain points. Women should dress in slacks or skirt and a blouse or a dress. A jacket is optional, but in more formal settings, may gain points. Women should consider modesty factors such as skirt length, hosiery, and necklines. Students should not eradicate their personality and their own style of dress, but should consider that a student dressed for class is usually less formal than what would be expected in an agency interview.

Jeans are not appropriate for students to wear to the interview. Students should also consider personal expressions of their personality and consider whether to leave obvious body piercings, tattoos, pink hair color, etc. visible. The student who is offended by such a suggestion must make sure with the Field Instructor that their personal unique style will be acceptable to display during the internship.

Students must take a current, brief, and professional resume with them to the interview. This should include the date the student expects to graduate, previous education/degrees/training, any work experience related to people-skills or responsible work ethic, and any awards, honors or civic involvement, volunteer activities, etc.

**WHAT ARE SOME ABSOLUTE NECESSITIES ABOUT THE INTERVIEW?**

- Arrive exactly on time, or better still, ten minutes early! Make sure you double-check the address you are going to – MapQuest it – and take the phone number with you in case you get lost.
- Do a little research and locate some background information about the agency where you are interviewing. Be prepared to mention something that you found interesting about the agency and/or their web site that you discovered during your research.
- Be sure to make a list of questions beforehand. Be conscious of time, but make sure to get all of your questions answered. You are interviewing them as much as they are also interviewing you.
- Speak clearly, smile, and put your best effort into this. Know what your strengths are. Also, know at least two areas of growth you hope to accomplish in the Field Experience with examples that you can discuss. Know what you are interested in learning and doing at the agency.
- Thank them for their time. Send a “Thank You” note through the mail (snail, not email) after your interview. Remember you are representing Avila – and you are making an early impression in the Social Work Field for yourself!
Placement Finalization Process

By early March – April - Students complete an evaluation form after interviewing at an agency, return it to the Director of Field Education, and indicate if they would like to complete their Field Education in that agency with the Field Instructor they spoke with. Potential Field Instructors also provide feedback and withdraw from or commit to providing a two-semester placement to that specific student. If a match is made, an Agreement to Provide Field Placement is sent to the Field Instructor to obtain signatures. Signatures are obtained from the Vice-President of Academic Affairs and Provost of Avila, the student, and Field faculty members. The Assistant Director of Field Education receives the matches and finalizes details. During this finalization process, students complete the necessary paperwork, background checks, drug screening, and any other requirements of the agency, so that all details are taken care of prior to the end of the spring semester mid-May.

WHAT IF THE STUDENT DIDN’T FEEL POSITIVE ABOUT THE AGENCIES WHERE THEY INTERVIEWED?
The student needs to let the Director of Field Education know this and another brainstorming meeting will occur to generate additional possibilities. It is much better to be hesitant during the pre-placement time rather than ask to be moved in the fall. Only in the rarest circumstance will a student be relocated to a different agency during their Field Experience year. The same thing will occur if a student is not selected by the agency they are requesting. Internships can be quite competitive in Kansas City area, so students should not take a rejection personally. Sometimes they
are competing with graduate level students for one slot. Avila’s reputation is strong, and many agencies indicate a preference for an Avila student.

**ONCE A STUDENT IS PLACED, ARE THEY GUARANTEED FIELD EXPERIENCE?**

No. A student is NOT guaranteed a Field placement by virtue of being involved in the interview process. At any point in time, the student, the Agency or the Director and/or Assistant Director of Field Education may decide placement of the student is not suitable. Field Experience I carries with it a high expectation for student performance. The Agency can withdraw their offer to place the student for a variety of reasons. In addition, the Director of Field Education could decide to cancel/end a placement based on poor performance by the Field Instructor and/or the student. Field Faculty do not work in June or July, so if a placement is not finalized by May it becomes increasingly difficult to meet student preferences for setting, location, population. Late placement that does not occur until August can also result in rapid loss of hours in the Field setting and a need to increase the amount of time per week in order to catch up.

**August** – The Field Manual is distributed to Field Instructors and students. Reminders are sent to Field Instructors and students announcing the “Fall Field Education Kick-off.” This event is held the day before classes start in late August. Students and their Field Instructors have an opportunity for dialog with other Field Instructors and student colleagues. In addition, everyone learns about each organization that has offered to be part of the Avila Field team during the upcoming academic year. Continued Field Instructor and student orientation and training occurs at this important meeting. In addition, students create a schedule, discuss grade expectations, and begin to plan learning activities during the “Kick-off” event.

**HOW MANY CREDIT HOURS IS FIELD EXPERIENCE?**

The Field courses count as four (4) credit hours each semester, for a total of eight (8) semester hours; an additional four (4) hours of credit is given for the concurrent courses SW 497 Integrative Seminar and SW 498 Social Work Capstone (2 credit hours each semester).

**WHAT WILL THE STUDENT’S SCHOOL SCHEDULE LOOK LIKE WHEN THEY ARE IN FIELD?**

Students at Avila are considered full-time when they carry 12-18 hours of credit in a semester. Students entering Field need to remember that they are required to be at their agency approximately 20-hours each week, in addition to attending all of their other courses, completing reading and homework, and attending to personal responsibilities. This 20-hour-per-week Field requirement, in addition to the expectations and assignments of the advanced Social Work courses, is no small commitment. Students should anticipate assignment due dates and use their best time management strategies. Strategies for managing stress and working efficiently and effectively are discussed in accompanying seminar courses.
Fall Course Schedule

Fall classes usually begin late in August on a Wednesday. The Field Education Kick-off meeting is 8:30 – 11:30 a.m. on Tuesday before classes begin. Students and Field Instructors are required to attend.

Generally, students in Field will have the rest of their classes on Tuesdays and Fridays. Students should also have time to journal, read, and work on agency-related course assignments on site as part of their Field Experience hours. However, the bulk of their weekly time should not be solely in these activities. Students engage in observation, interaction, and direct and indirect service provision during each week.

- Integrative Seminar is usually offered from 12:30 – 2:30 p.m. on Tuesdays and Fridays in the fall.
- Research Methods is usually offered from 9:00 – 11:40 a.m. on Fridays.
- Practice with Families/Groups is usually offered on Tuesdays from 9:00 – 11:40 a.m.

Students can start their placement hours as of the Wednesday, after the “Kick-off” meeting. If for some reason it makes sense for them to start slightly earlier than that, they must first confer with the Director or Assistant Director of Field Education, who will determine approval.

HOW MANY HOURS DO STUDENTS HAVE TO ATTEND AT THE AGENCY?

Students need to complete 250 hours each semester. There are typically fifteen (15) full or partial weeks (not counting fall break or spring break) in the fall and spring semesters. This means that students will need to be at their placement twenty (20) hours per week in order to reach 250 hours by the first week in December, and 500 hours total by the last week of April. Avila’s BSW program has made a conscious choice to require 500 hours of Field Experience, an additional 100 hours beyond what is a CSWE required minimum of 400 hours. Agency and student feedback, as well as faculty observation, indicate that the additional time per week in the agency allows for increased student development and continuity of experience. This is a distinction of the Avila Program.

Students and Field Instructor negotiate weekly schedules based on the student’s class and work schedule, and times that make sense in that setting in order to provide optimal learning opportunities, and to ethically fulfill client obligations. Student schedules at the agency may vary slightly week to week, but there should be advanced planning on the part of students. Once the student sets their schedule for the week, they should stay committed to it unless there is illness or an emergency. In other words, the student schedule should provide predictable structure and consistency on a week-to-week basis.

Spring Course Schedule

For second semester, classes usually resume on the day after Martin Luther King, Jr. Day in January and run through early May. Students must remain in their placement setting through the third week of April (no exceptions!) even if they exceed 500 hours. Likewise, students should plan to
complete their 500 hours by the end of April at the latest. Difficulties in achieving the required hours within these timeframes should be brought to the attention of the Assistant Director of Field Education immediately.

- SW 498 Social Work Capstone in the spring is usually offered from 12:30 – 1:45 p.m. Tuesdays and Thursdays.
- SW 465 Policy is usually offered from 9:00 – 11:40 a.m. on Tuesdays.
- SW 463 Practice with Communities/Organizations is usually offered from 9:00 – 11:40 a.m. on Thursdays.

Guaranteeing Generalist Practice Opportunities
It is an expectation that every BSW student experience the roles of a generalist Social Work practitioner. This means that all agency settings have been carefully screened to determine that they have a sufficient level of learning opportunities that relate to micro, mezzo, and macro systems, and that the scope of direct service Field Experiences does not exceed what a BSW practitioner is trained to provide.

The Field Agency
CRITERIA FOR ACCEPTANCE AS A FIELD AGENCY
The Director of Field Education conducts screenings of all potential Field Agencies and Field Instructors prior to sending any student out for an interview. She would not use an agency that could not provide learning opportunities in some form related to all forty-one practice behaviors. An agency must also demonstrate the following:

1. Agrees to provide a supportive, non-discriminating learning environment for a BSW student, including generalist Social Work experiences with diverse and oppressed individuals, families, groups, organizations, and communities for the full 500 hours of Field instruction across two semesters.
2. Ensures the role of the student as “learner,” a clear distinction from the role of an employee.
3. Designates a Field Instructor who is an agency employee and meets Avila’s requirements for a Field Instructor, who will provide supervision for a minimum of one hour per week to the Avila BSW student.
   In the event that the agency serves as a Field Agency for other Social Work programs, the agency agrees to offer individual supervision, if joint supervision of students is the weekly norm. The agency will also provide individualized student experiences so that having multiple students in the setting does not interfere with the Avila student’s educational experience.
4. Provides adequate workspace and office equipment for student use to complete task expectations.
5. Allows the Field Instructor time in planning with the Avila Field Education faculty to design and coordinate appropriate student learning opportunities to demonstrate Program competencies through direct client contact at all levels of practice (individual, family, group, organization, and community).
6. Allows the Field Instructor to attend two on-campus trainings and three agency site visits during the placement.

7. Reimburse auto expenses at the same rate as paid employees when student is required to use their personal vehicle for visiting clients or transporting clients. If this is not possible due to budgetary constraints, the agency should alert the Director of Field Education prior to accepting a student placement.

8. Opportunity for the student to represent the agency to other human service organizations and to participate in the functioning of complex service delivery systems.

9. Keep the Avila BSW Program Field Faculty informed of any concerns and/or challenges in the placement, with the student, or other administrative considerations of importance to the student or university.

10. Agency will NOT give out their student’s address or phone number without written consent of the student, in accordance with FERPA.

11. Agency will collaborate with the student to find learning opportunities that do not interfere with the student’s class schedule.

12. Agency will allow time at the Field Agency for the student to work on any reading or homework the Field Instructor assigns, or any reading or homework that is specifically related to the student’s ability to accomplish the activities listed and agreed to in the Learning Contract, including time for journal writing.

Sometimes at first glance, an agency and/or Field Instructor may struggle to identify service delivery at all three levels, micro, mezzo, and macro. It is always the Avila BSW program expectation that students interact with systems of all sizes and complexity. Sometimes additional experiences can be created within the agency, or it may be arranged for the student to spend a portion of their Field Education time in a related program or agency to participate in learning experiences not readily available at the student’s primary placement agency. If a potential agency/Field Instructor has a concern that they are not going to be able to provide student learning experiences at all levels of Social Work intervention, the Field faculty works closely with the Field Instructor and student to assess whether gaps can be filled to meet the required experiences for the student.

For example, a student who has a Field placement at a temporary crisis shelter for teenagers was not able to be involved in a group experience at the agency because groups were not offered as part of the service plan. Therefore, the Field faculty worked with the Field Instructor and student to enable the student to spend part of their Field Education in a neighboring group home for troubled youth that was affiliated with the primary Field agency, in order for that student to learn, integrate, and demonstrate competencies in group practice. In this way, students participate in all system levels, offering breadth as well as depth, in their education as a generalist practitioner.

The Director of Field Education and the Assistant Director of Field Education are always able to work directly with that particular Field Instructor and agency setting to develop learning opportunities sufficient so that the student will be able to demonstrate learning in all areas. If this cannot be established, the agency/Field Instructor will not be used.
The Field Instructor

CRITERIA FOR ACCEPTANCE AS A FIELD INSTRUCTOR

Non-negotiable criteria for becoming a Field Instructor are as follows:

1. Must hold a BSW or MSW degree from a CSWE-accredited program.
2. Must have a minimum of two years post BSW or post MSW work experience as a generalist Social Work practitioner.
3. Must be committed to the Social Work perspective; in other words, the use of a broad base of evidence-informed knowledge and skills, a planned change process, person-in-environment assessment, intervention at multiple levels of the system, and adherence to the values and Code of Ethics of the Social Work Field.
4. Must show an ability to design learning opportunities within their employment context that provide the student favorable conditions to integrate classroom learning with Field actions.
5. Demonstrates a commitment to Avila University and Field Education.

In addition, agency Field Instructor must be willing to uphold the following responsibilities:

☐ Attend two Field workshops on Avila’s campus during the Field semesters (C.E.U.s are available).
☐ Oversee a time monitoring system and sign the time sheets of the Field student weekly to ensure student’s completion of five hundred (500) clock hours of Field Education.
☐ Provide the student with appropriate learning experiences through direct client contact on all system levels and in generalist practice roles appropriate for a BSW student.
☐ Work with the Field student in the process of formulating the Field Learning Contract. The agency Field Instructor, Field student, and Assistant Director of Field Education sign the Learning Contract, after identifying learning activities for the student that provide opportunity to learn and demonstrate the program’s outcome competencies and behaviors.
☐ Provide at least one hour of supervision weekly. This will include answering the student’s questions and providing feedback on student’s performance in an ongoing, strength-focused manner, with an empowerment perspective. The Field Instructor is asked to complete this expectation in compliance with the NASW Code of Ethics Standard 3.01 Supervision and Consultation and Standard 3.02 Education and Training, as well as 3.03 Performance Evaluation.
☐ Provide ongoing evaluation (verbal and written) of the Field student’s performance and professional development and a grade recommendation at the end of each semester. The Field Instructor will provide this in an ongoing, constructive fashion, using specific examples of strengths and specific examples of why growth is needed in certain areas for demonstration of competence.
☐ Meet with the Assistant Director of Field Education two times the first semester and once during the second semester at the agency.
☐ Inform the Avila Field Faculty (beginning with the Assistant Director of Field Education) of any concerns that develop in the placement of the student. If student withdrawal from the Field Agency becomes necessary, it will be acted on only in close consultation with Field
Faculty, student and Agency Field Instructor and in compliance with the procedures listed elsewhere in this manual.

- Providing a learning experience that is consistent with Social Work values, Avila’s BSW Program’s mission, goals, and Field Education projected outcomes.

**WHAT CAN THE STUDENT EXPECT TO HAPPEN IN SUPERVISION?**

Field Instructors are required to spend a minimum of an hour per week in a supervision meeting with their student. This meeting should be a scheduled meeting occurring on a weekly basis throughout the duration of the placement. If the Field Instructor must cancel the supervision meeting, the meeting with the student should be rescheduled quickly. This guarantees the student time to ask questions without feeling as if they are “bothering” the Field Instructor.

Students are expected to come to supervision prepared. This means having questions or concerns written down to discuss each week. This also means self-advocating quickly if there are problems. The student is expected to gain experience in how to prepare for a supervisory session, and to utilize supervision responsibly. Students are expected to be open to feedback, both compliments and suggestions. Identifying their own defensiveness when being constructively criticized is a skill that students are expected to learn during the Field experience.

Social Work research has shown that a student’s time with the Field Instructor is essential to assist in a satisfactory student adjustment. As students gain confidence and grow in the experience, supervision times and places may be more variable. For example, supervision may occur in the car to or from clients’ houses, processing together things the students is observing, etc. Students vary in terms of their preferences for supervision. Some students need the weekly scheduled meeting to feel secure. Others handle supervision better if it happens “on the fly” or in segments throughout the week. Both parties need to communicate preferences. Avila’s expectation, however, is that at a minimum, an hour of supervision with the student should occur on a weekly basis from the beginning of placement through the end.

**Field Experience Procedures and Policies: The Student**

**The Student**

**ROLE AND EXPECTATIONS FOR THE FIELD STUDENT**

A goal of Field Education is to provide the student with practical experience in the various generalist Social Work roles at a community social service agency or organization. In addition, a goal is to afford the opportunity to apply theory in practice, under the direction of an agency Field Instructor who has an MSW or a BSW from an accredited school of Social Work and a minimum of two years post-graduation Social Work experience.
The student placed in a Field Agency is expected to conduct herself/himself in a professional manner that is consistent with proper work habits and the NASW Code of Ethics. The Code is available at http://www.socialworkers.org/pubs/code/default.asp

CRITERIA FOR RETENTION IN THE MAJOR AND FIELD PLACEMENT

Retention Criteria

1) “C” or better in all Social Science related and Social Work courses
2) Maintain a cumulative GPA of 2.5 or higher
3) Continued adherence to Social Work values and ethical standards with an increasing understanding of and respect for the positive values of diversity and individual worth and dignity. This also includes non-desertion of clients (NASW Code, Standard 1.15, Interruption of Services: Students must notify Agency in a timely fashion when they will not be in practicum); avoidance of dual relationships (Standard 1.06c: not taking a client as a peer/friend to a social event); practicing within one’s area of competency (Standard 4.01: notifying Field Liaison if Agency assigns student to areas not competent in); and avoidance of derogatory language (Standard 1.12.)
4) Maintenance of social functioning that allows for effective beginning generalist level professional practice. This may include (but is not limited to) handling conflict in an appropriate manner and effectively managing one’s emotions and interactions with colleagues, co-workers, clients, teachers and classmates.
5) Maintenance of effective verbal and written communication skills
6) Maintenance of effective professional work behaviors such as professional dress, punctuality, time management, accountability, timely record-keeping, and dealing appropriately with Field Instructor and Field Liaison feedback.

The student is also responsible for the following:

☐ The student will be responsible for attending 20 hours each week at the assigned agency for a grand total of 500 hours by the end of the academic year. The student must supply the Field Instructor and other relevant Agency personnel with their weekly schedule in a timely manner, preferably at least a week in advance, but no less than two working days in advance. If the student is unable to arrive as agreed upon in the schedule, the student will notify the Field Instructor as early as possible prior to the scheduled start time for that day. The student should take responsibility for assisting the Field Instructor in covering any appointments or commitments that the student will not be able to fulfill due to their absence. The preferred method of notification should be discussed at the beginning of the Field Education placement. Students maintain responsibility for compliance with the NASW Code of Ethics Standards 1.15 Interruption of Services and 3.09 Commitments to Employers, (a) adherence to commitments.

☐ The student will uphold Social Work values and ethics at all times, maintaining confidentiality with any clients, individuals, and/or agency information in compliance with NASW Code of Ethics Standards 1.07 Privacy and Confidentiality; and Standard 2.02 Confidentiality.

☐ Adherence to all rules and regulations for professional generalist Social Work practice at the Field agency, including professional dress, punctuality, accountability, reliability, effective
and ethical service delivery, accurate and timely completion of paperwork requirements, and overall ethical behavior in compliance with the NASW Code of Ethics.

☐ Preparation of the Learning Contract, with assistance from the Field Instructor and the Assistant Director of Field Education, by no later than the fourth week of the student’s placement.

☐ Active involvement in the learning process, including the preparation for and appropriate use of supervisory conferences, agency collegial and university classmate input, Field Faculty input, and participation in self-reflection and evaluation.

☐ The successful accomplishment of all concurrent course-required learning assignments, including a daily journal entry, and completion of negotiated Learning Activities stated in the Learning Contract.

☐ Keeping Field Instructor and/or Field Faculty apprised in a timely manner of any challenges/concerns in the Field placement; particularly any developments that may impede effective completion of the Learning Contract, or be a concern for safety.

☐ Students will provide feedback and evaluation about the quality of educational experience at the Field agency and from the agency Field Instructor. This should be completed in compliance with NASW Code of Ethics Standard 3.03 Performance Evaluation. The student will complete a written evaluation that will be turned in directly to the Assistant Director of Field Education, so that the student does not need to fear retaliation related to the award of a grade from the Instructor.

RIGHTS OF THE STUDENT
Student Rights are available on the Social Work web page, and in the Social Work Student Manual.

Field Experience Procedures and Policies: Field Faculty and Support Staff

The Social Work Field Faculty
FIELD FACULTY ROLES
The Field faculty of the Avila BSW program are ultimately responsible for the direction and administration of the Field Education component of the Social Work student’s education. Avila’s Social Work program has a full-time Director of Field Education and a part-time Assistant Director of Field Education. Both have MSW degrees and varied types and lengths of generalist Social Work practice experience. They work as a team to ensure an excellent quality of Field Education experience consistently for Avila BSW students.

The Field faculty works closely with the agency Field Instructors to help them determine the kinds of activities that will maximize the learning opportunities leading to demonstration of practice behaviors and core competencies as stated by the program.

The Field faculty acts as the program’s representative in dealings with the agency. Any significant misconduct or accountability issues on the part of either the student and/or the Field Instructor
should be reported to the Field faculty as soon as these come to attention and direct feedback does not seem to be remedying the concern(s). The Field faculty will also make sure that the student informs Field Instructors directly of any concerns they are experiencing, or sometimes, the Field faculty will assist the student by informing the Field Instructor on behalf of the student.

Once placements occur, the role of the Field faculty is to be available to assist students and Field Instructors in any way possible and to oversee the quality of the learning experience. The Field faculty can answer questions, clarify expectations, provide supplementary educational material related to student assignments, or assist in a variety of other ways.

Social Work Field faculty also teach SW 462, SW 463, SW 465, SW 496, SW 498 concurrent with SW 495, and SW 497 taught by Field Instructors at social service agency settings. If a Field student has any concerns during placement, the chain of command as follows should be observed. In most circumstances, the student will begin first with their agency Field Instructor. If that is not possible for whatever reason, the student should speak in the following order to:

- Assistant Director of Field Education, Corinne Kritikos, MSW
- Director of Field Education, Lindee Petersen Wilson, LSCSW
- Director of the Social Work Program, Dr. Francis Origanti
- Dean of the College of Liberal Arts and Social Sciences, Dr. Charlene Gould.

The Field student has the right of due process when he/she feels a grievance is warranted (see Social Work Student Handbook under Student Grievances for procedure).

**Director of Field Education**

**The Director of Field Education has the following responsibilities:**

- Work in collaboration with the Social Work program faculty to design the Field Education “to connect the theoretical and conceptual contributions of the classroom with the practice setting, fostering the implementation of evidence-informed practice.” (CSWE EPAS, 2008)
- Develop policies, procedures, and materials in adherence with the university, the Social Work program, and CSWE standards; and to evaluate the Field students’ attainment of the program’s competencies and practice behaviors.
- Update, distribute, and post the Field Manual on an annual basis.
- Develop and maintain an online Field Education Resource Site for Field experience Instructors and students.
- Assist in the “Admission to the Major” and “Admission to Field Placement” processes in order to advance only students who are effectively meeting the program’s admission and retention criteria.
- Development, screening, and selection of Field agencies and agency Field Instructors.
- Orientation of agency Field Instructors to the Avila BSW program and its educational expectations for Field instruction.
Development and maintenance of ongoing training of agency Field Instructors through in-person, online, and resource distribution methods.

Act as mediator between the agency and student should the Assistant Director of Field Education need back up. Will also act as mediator between the Assistant Director of Field Education and the student in the case of a dispute.

Evaluate effectiveness of Field agencies and Field Instructors, striving for the highest quality resources available in the community for student placements.

Critically analyze Field assessment data in order to evaluate achievement of outcomes, and recommend, design, and implement changes because of assessment.

**Assistant Director of Field Education**
The Assistant Director of Field Education, supported by the Social Sciences Office Manager, has the following responsibilities:

- Lead the “Pre-Placement Orientation” with junior level students regarding Field Education placement processes, expectations (such as appearance, day-to-day conduct), and ethical decision-making in Field. This also includes resource material on safety in the workplace.

- Finalization of the Field Agreement to Place, a written commitment signed by representatives of the Field Office, Avila University Academic Affairs Office, Field Agency, and student.

- Collection of information to create and update database on Field agencies and Field Instructors annually.

- Serves as Assistant Director of Field Education with the agency Field Instructors to help guide and monitor the quality, relevance, and scope of the educational experiences of the student placed in the Field Agency.

- Conducts and documents a minimum of two visits during the fall semester and one visit during the second semester at the student’s placement agency. Conducts additional site visits as needed to assist attainment of a positive and viable educational experience in Field.

- Ensures completion of the Learning Contract at each placement within the first six weeks of Field Education.

- Acts as mediator between the Agency and student should the need arise.

- Responsible for the final determination of the grade assigned to the student, after consultation with the Field Instructor and the student at the Site Visit at the end of each semester.

- Monitors the students’ Field Education time sheets to ensure a minimum of 250 hours for fall semester, and 500 hours has been spent in the agency by the end of the second semester.

- Monitors the quality of the Field Education at various agencies and from various Field Instructors, noting strengths, recommending training needs, and/or recommending discontinuation.

- Coordination with Avila University administrators to facilitate provision of malpractice/professional liability insurance for the student while they are in Field Education.
The provision of recognition for the Agency Field Instructor through, for example, granting of C.E.U.s (Continuing Education Credits), facilitation of the “Field Instructor of the Year” nomination and award process, letters of appreciation, door prizes, and other acknowledgements.

Social Sciences Office Manager
The Social Sciences Office Manager supports the Field Faculty and the Field Instructors. She is a point of contact in the office between 8 a.m. and 5 p.m. and is usually able to quickly locate and connect Instructors/students to the Director and Assistant Director of Field Education. She is also able to contact students. Her responsibilities related to Social Work Field office include:

- Support staff for materials, refreshments, set-up, registration, CEU distribution, and tear-down of Fall Field Education Kick-off event; also Spring Pre-Placement Orientation, and Spring Field Orientation meeting
- Organize Admission to the Major materials, student status letters
- Review and critiques student resumes
- Update and maintains Field data, contacts, and assessment files
- Secretarial support for Director of Field Education and Assistant Director of Field Education

Field Experience Procedures and Policies: Day-to-Day Activities

WHAT HAPPENS IN THE ACTUAL DAY-TO-DAY OF FIELD EXPERIENCE?
Field Education is designed to provide and combine instruction, supervision, integration, and evaluation in order for students to attain core competencies and emerge skilled in the implementation of evidence-informed practice. A broad base of knowledge (evidence-informed and relevant theories, conceptual frameworks, treatment models) and skills, along with Social Work values and ethical guidelines about practice behaviors operationalize the core competencies of generalist practice. Field Education provides students with an array of learning opportunities that take shape through:

- orientation activities including reading policy/procedure manuals, reviewing case files while protecting client confidentiality, learning to complete necessary paperwork, meeting with agency administrators, support workers, volunteers, board members, and community constituents to become familiar with the organization.
- “Shadow” experiences observing a variety of Social Work roles, skills, and styles, perspectives, and values.
- direct and indirect generalist practice experience with all levels of client systems (micro, mezzo, macro) in a variety of Social Work roles, using a variety of skills, perspectives, and evidence-based practice models, while upholding the NASW Code of Ethics, and making ethical decisions.
- opportunities to work with diverse client systems.
- weekly conferences with a Field Instructor for assistance, coaching, feedback, instruction, and supervision.
- observation of supervision provided to Social Workers in the organization.
- observation of Board meetings, coalition meetings, constituency groups, political and/or community influencers.
- exposure to and discussion of agency policies and procedures.
- interaction with other Social Workers and professionals in the agency with appropriate boundaries and within professional norms.
- learning to function as an asset for an organization by participating in staff meetings, trainings, and organization’s climate.
- assessment of community needs in geographic or population areas served by the agency.
- familiarity and utilization of the network of referral agencies that support or interface with the agency.
- opportunity to work directly with diverse client systems of all sizes to gain cultural competence.
- awareness of one’s growth and development in the Field, and one’s ability to integrate “theory” with “practice” through the keeping of a Field experience journal.
- sharpening of skills through process recording.
- one-on-one work with individual clients.
- Social Work direct practice experience and/or observation with diverse family units.
- facilitation or co-facilitation of a group experience.
- developing a proposal for a treatment or task group that would fill an agency need or need of the constituents of the agency.
- facilitation or co-facilitation of an in-service training.
- observation and/or implementation of agency program evaluation method.
- design and conduct research on the effectiveness of their own intervention with a client system.
- peer sharing and support through participation in Integrative Seminar and Social Work Capstone.

As mentioned earlier, Field Education is the key vehicle used where students integrate classroom and experiences in the Social Work arena in preparation for beginning level generalist Social Work practice by providing opportunities to work as Social Work interns under the direction and supervision of professional Social Workers. One component of Field Education is to train the students to reflect on their practice experiences through discussion, supervision and by keeping a journal that is regularly reviewed by the Assistant Director of Field Education, who is the Integrative Seminar and Social Work Capstone faculty. She offers feedback and students are encouraged to reflect on how their own values are engaged by what is encountered in Agency settings, how well their own values fit with Social Work values, and how to respond to ethical dilemmas that arise in practice. The focus of Field Education I is on assisting students with integration of classroom materials with the agency experience. Field Education II focuses on additional integration as well as students’ preparations to enter the employment world as a professional Social Worker, or enter into graduate studies. A final Capstone Project ties together various elements of the student’s learning, and is presented in the spring semester in a public forum. This project shows students’ abilities to evaluate the effectiveness of their practice.
Field Experience I and Field II (SW 495, SW 496) enable students to integrate knowledge gained in the classroom, to develop Social Work skills, and to practice Social Work values in real life situations within a social service agency setting. By encouraging students to deepen and internalize elements of their Social Work education, Field Education is intended to prepare students for professional, ethical generalist Social Work practice by giving them the opportunity to work with clients under the guidance of an experienced Social Worker.

Students receive feedback from clients and Social Work Field Instructors as to their effectiveness and the Avila BSW program receives feedback as to the student’s readiness to enter the Social Work profession. This process enables the student, in consultation with the Field Instructor, to devise an individualized learning plan that completes the preparation for entry-level Social Work practice. Agency feedback also assists the Avila BSW program in designing learning assignments that prepare students better for contemporary Social Work practice. The assessment cycle results in continuous improvement.

WHAT IF A STUDENT’S ACCEPTANCE IN THE PROGRAM IS CONDITIONAL?
Sometimes a student receives a “conditional acceptance” to allow additional time to meet admission standards and/or readiness for Field placement. A student with a “conditional acceptance” works with the Director of Field Education in the spring to identify placement options for fall. However, students who are conditionally accepted to the Social Work program in December will have to complete their negotiated professional development goals and obtain an “unconditional acceptance” status prior to May. They must achieve their specific behavior goals by May or their entrance into Field will be delayed a year or denied completely. Rarely, in a case of unusual circumstances, or when a student is very close to their goals, a conditional acceptance status will be extended into the first six weeks of the fall semester as a safeguard at the discretion of the Director of Field Education and the Assistant Director of Field Education. The Field Instructor would be aware of the student’s tentative status, and assist in monitoring a specific behavioral contract. If the student is able to comply with the contract, their status would be converted to “unconditional acceptance”. If not, they would be removed from their placement and have to drop their Social Work courses for that semester, regrouping and considering another major. Entering Field under a conditional status is very risky for the student. If they are unable to comply with the behavioral contract they will not be able to enroll in other courses that semester. As mentioned, this option is rarely offered to a student.

Field Experience Procedures and Policies: Placement Monitoring and Evaluation of Outcomes

HOW WILL THE STUDENT BE MONITORED AND EVALUATED?
Starting at orientation and in the initial weeks of the semester the student will be putting together an individualized Learning Contract with the assistance of the Field Instructor and the Assistant Director of Field Education. The purpose of the contract is to specify activities in the setting that the student will be completing in order to achieve specified practice behaviors related to Core
Competencies and program goals. The student will also let their Instructor know what grade they are hoping to achieve and the Instructor will let them know what behaviors need to be accomplished in order to receive the target grade for the semester.

Can-Do Description and Continuous Improvement
Description: The Can-Do is a self-assessment tool administered in the fall at the beginning of Field I (SW 495) and Integrative Seminar (SW 497). This serves as a formative assessment tool and allows students to assess their current level of skill in relation to core areas within the generalist framework. The Can-Do is then re-administered in the late spring semester as part of Field II (SW 496) and Social Work Capstone (SW 498) to allow students to gauge their level of progress in skill attainment.

Continuous Improvement: The Can-Do Assessment is comprised of 213 questions that do not currently distinctly align with 2008 CSWE Core Competencies and Practice Behaviors. Furthermore, some questions do not apply to bachelor-level Social Workers (and are geared more towards master-level Social Work)

Learning Activities, Learning Contract

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<tbody>
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<td>2.1.1.1 Advocate for client access to services.</td>
<td>1. 2.</td>
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<tr>
<td>2.1.1.2 Practice self-reflection and self-correction to assure continual</td>
<td>1. 2.</td>
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<tr>
<td>professional development.</td>
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</tbody>
</table>

Learning Activities will ultimately be organized in the Learning Contract around the structure of the practice behaviors that operationalize the core competencies of a generalist Social Work practitioner. See the partial sample above.

Learning Activity Examples of Field Education I & II organized around system levels, research, and professional development:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
<th>Sample Learning Activities (Minimum of 2 per practice behavior—individualized to each student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional Social Worker and conduct oneself accordingly</td>
<td>2.1.1.1 advocate for client access to the services of Social Work</td>
<td>1. Create a community resource binder with information for ease of access.</td>
</tr>
<tr>
<td></td>
<td>2.1.1.2 Practice personal reflection and self-correction</td>
<td>2. Help in contacting agencies and organizing annual Student Health Fair.</td>
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<tr>
<td></td>
<td></td>
<td>1. Discuss ethical learning in context with agency policies and practices during weekly supervision sessions.</td>
</tr>
</tbody>
</table>
| 2.1.1.3 Attend to professional roles and boundaries | 2. By journaling three times a week at agency, reflect on how my behaviors were to clients/supervisors/colleagues.

1. I will attend multidisciplinary staff meetings and discuss Social Work perspectives regarding projects and cases; observe and analyze different disciplines roles and viewpoints with colleagues.
2. Take HIPPA computer test to grow in specific understanding of confidentiality and professional boundaries.

| 2.1.1.4 Demonstrate professional demeanor in behavior, appearance, and communication | 1. Wearing appropriate professional clothing and presenting myself in an appropriate manner every day at placement.
2. Establish professional relationships with facility and residents.

| 2.1.1.5 Engage in career-long learning | 1. Attend three Society of Social Work Leaders in Healthcare Meetings.
2. Attend professional development conferences to enhance my own learning and growth as a Social Worker, particularly within my area of specialization.

| 2.1.1.6 Use supervision and consultation | 1. Attend weekly supervision every Thursday from 9-10.
2. Ask my Field Instructor and Proctor to observe my activities with children and give constructive criticism/feedback.

| 2.1.2 Apply Social Work ethical principles to guide professional practice | 2.1.2.1 Recognize and manage personal values in a way that allows professional values to guide practice

1. Self-reflect in journal about my self-care, how it is influenced by my personal values, and how my self-care affects my professional values.
2. Always keep client and what is best for client as the #1 when making decisions. Follow professional values.

| 2.1.2.2 Make ethical decisions by applying standards | 1. Identify and journal about discrepancies between the Code of Ethics and the policies at my agency. Discuss these with my Field Instructor during supervision at least twice a month.
2. Present a case or situation illustrating ethical tensions in supervision.

| 2.1.2.3 Tolerate ambiguity in resolving ethical conflicts | 1. In the first semester I will informally interview an agency professional regarding ethical issues faced in practice, and how they handle it.
2. Attend at least one 1.5 hour cultural competency training and reflect in journal on its impact to clients.

| 2.1.2.4 Apply strategies of ethical reasoning to arrive at principles decisions | 1. Review agency policy and procedure handbook and see how it aligns with NASW Code of Ethics.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
</table>
| 2.1.3 Apply critical thinking to inform and communicate professional judgments | 2.1.3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
1. I will meet with my Field Instructor to determine needs and goals of evaluations of self and clients/projects; identify assumptions, cultural beliefs, previous experiences and other factors influencing decision making.  
2. Obtain useful resources from outside facilities and insurance information to readily give to residents.  
2.1.3.2 Analyze models of assessment, prevention, intervention, and evaluation  
1. Through my research project in school, I will examine the effectiveness of self-injury support groups, and introduce a prevention or intervention method based on research to my Field Instructor.  
2. Participate in Agency’s Evaluation Project to learn more about assessment of data and evaluation.  
2.1.3.3(a) Demonstrate effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues  
1. Practice my public speaking skills in team meetings, and the greenhouse presentations to community representatives.  
2. I will make eye contact and use names when speaking with colleagues and clients.  
2.1.3.3(b) Demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues  
1. Use concise language when Documenting in the agency’s system for case notes and court reports.  
2. Document in agency database at least once per week and discuss documentation with supervisor; gaining feedback of strengths and things to work on in documentation skills.  
| 2.1.4 Engage diversity and difference in practice       | 2.1.4.1 Recognize the extent to which a culture’s structure may oppress, marginalize, alienate, or create or enhance privilege and power  
1. Research educational value/priority within different cultures.  
2. Use family counseling sessions with the Psychologist to observe some cultural patterns.  
2.1.4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
1. Practice mindfulness by reflecting on my own experiences in my journal and striving to remain open minded.  
2. Journal through personal cultural issues and values that arise in me and my own conflict between those values and my professional attitude.  
2.1.4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences  
1. I will pay attention to my own reactions and how these reactions both facilitate and impede communication with clients.  
2. Research and share information with supervisor about how trauma
| 2.1.4.4 View themselves as learners and engage those with whom they work as informants | 1. Shadow and talk to a hospice Social Worker.  
2. Work cooperatively with the Family Specialist to apply a plan of transition from intensive to continuing services when I have a client that needs these services. |
| 2.1.5 Advance human rights and social and economic justice | 2.1.5.1 Understand the forms and mechanisms of oppression and discrimination | 1. Visit a variety of socioeconomic areas in my agency’s service area and reflect on experience in those areas in my journal.  
2. Read the children’s records which specify and outline the types of abuse experienced and take into account the types of backgrounds and circumstances that led up to that abuse. |
| 2.1.5.2 Advocate for human rights and social and economic justice | 1. Attend Lobby day in Jefferson City.  
2. Attend the Coalition of Drug prevention and recovery to work together to gain knowledge on outside resources that will benefit the clients. |
| 2.1.5.3 Engage in practices that advance social and economic justice | 1. I will try and become better educated about why it’s so hard for foster kids parents to be reimbursed for certain expenses (braces).  
2. Take extra food produced from the Greenhouse and help distribute it among the families of TCP that need it. |
| 2.1.6 Engage in research-informed practice and practice-informed research | 2.1.6.1 Use practice experience to inform scientific inquiry | 1. Discuss my Research Class with my Field Instructor, or other employees, and identify several possible projects.  
2. Identify topic in agency and research resources available to address the topic. Share information found with colleagues and classmates. |
| 2.1.6.2 Use research evidence to inform practice | 1. Look up research articles about the way trauma could affect academic learning.  
2. Consult the professional literature about different budgeting techniques and employ one technique in practice with a client. |
| 2.1.7 Apply knowledge of human behavior and the social environment | 2.1.7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | 1. Recognize/identify the stages of the planned change process in work with clients and discuss these stages during supervision time.  
2. Attend foster parent training STARS course that discusses prevention and intervention with kids from troubled backgrounds. |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Example Action(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.7.2</td>
<td>Critique and apply knowledge to understand person and environment</td>
<td>1. Discuss how patient’s mood is being affected by hospice environment in a care plan meeting. 2. I will go to at least 4 case hearings to learn about people and how they interact with in the stressful environment.</td>
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<tr>
<td>2.1.8.1</td>
<td>Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>1. Review local and agency housing policies, and create data fact sheet to explain housing procedures to clients. 2. Analyze school board policies to see if they enhance social well-being. Discuss findings during supervision.</td>
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<tr>
<td>2.1.8.2</td>
<td>Collaborate with colleagues and clients for effective policy action.</td>
<td>1. Child abuse round table meetings-discussions regarding which policies hinder the work the Agency is trying to do or present a safety issue to these children. 2. Identify one policy that could negatively affect clients or written in a way to leave out certain clients; example: possibly one that might not protect all clients based on discrimination.</td>
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<tr>
<td>2.1.9.1</td>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>1. Attend a “Professionals in Aging” meeting to connect with other healthcare professionals. 2. The Evaluation Project at the Agency is addressing the relevancy of social services- my involvement and exposure to this project will allow me to participate in many conversations about appraising whether or not our population is being served in the best way possible.</td>
</tr>
<tr>
<td>2.1.9.2</td>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>1. Look for areas where there might be a gap in the Agency’s services- ask Field Instructor and other Leadership Staff what they think and which services they think would be most crucial to add. 2. Use interpreters when interviewing and working with people from diverse cultures when English is not their primary language to help create an appropriate context for the client.</td>
</tr>
<tr>
<td>2.1.10 (a).1</td>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>1. Document discussions of client strengths and prevention strategies to support ongoing change. 2. Before meeting with client and/or client’s family read through any information already provided in the client’s chart, notes and other documentation available on database. Be prepared to the best of my abilities to know as much about the case as possible before walking in and speaking with client.</td>
</tr>
</tbody>
</table>
| 2.1.10 (a).2 Use empathy and other interpersonal skills | 1. Using the Social Work skills like reflection of feeling to show empathy towards clients.  
2. Ask for feedback on my interpersonal skills from colleagues and supervisors after meeting with clients. |
|---|---|
| 2.1.10 (a).3 Develop mutually agreed-on focus of work and desired outcomes | 1. Research resources online and through discussion with colleagues that I can give to clients that would be appropriate in helping them accomplish their goals while at shelter.  
2. Listen in round table and therapy meet-ins for goals set for each child and the process used to arrive at goals. |
| 2.1.10 (b).1 Collect, organize, and interpret client data | 1. Keep track of patients’ length of stays to assess whether patients are being put on hospice too early or too late.  
2. Assist Field Instructor in organizing data for a grant report. |
| 2.1.10 (b).2 Assess client strengths and limitations | 1. Approach clients using strengths based perspective, but do not ignore clients’ limitations.  
2. Create eco-map with at least two clients each semester to see where strengths are and what limitations or stressors are. |
| 2.1.10 (b).3 Develop mutually agreed-on intervention goals and objectives | 1. Encourage client to set goals (using SMART framework) and discuss them with the client.  
2. When meeting with the client, utilize the joint case planning process to come up with the goals and objectives for the outcome of their case. |
| 2.1.10 (b).4 Select appropriate intervention strategies | 1. Use conscious discipline to handle disputes among children in order to minimize the trauma of the conflict and keep everyone safe.  
2. Attend training on Agency’s evidence based practice model of care and apply identified intervention strategies. |
| 2.1.10 (c).1 Initiate actions to achieve organizational goals | 1. When meeting/thinking on how to help clients, go over the Agency’s policies/mission statement to integrate that into their solutions.  
2. When using conscious discipline, constantly evaluate whether or not it is successfully achieving what the agency has articulated what they want it to. |
| 2.1.10 (c).2 Implement prevention interventions that enhance client capacities | 1. Use family counseling sessions that I observe to recognize necessary preventative measures that need to/could have been implemented. |
1. **Learning opportunities related to Individual Client Contact**
   a. maintain a caseload of at least three clients and no more than 10 at any one time.
   b. learn the necessary paper work for effective case management.
   c. learn the process of intake/assessment, intervention, evaluation, and discharge/termination/transfer.
   d. learn referral sources that the Agency uses for clients.
   e. learn to develop a productive and collaborative relationship with clients.

2. **Learning opportunities related to Family Contact**
   a. learn types and levels of contact Social Workers at the Field Agency have with clients’ families.
   b. process family background information into conceptual and written assessments.
   c. learn to provide Social Work services to families focusing on daily living and problem solving.
   d. attend family conferences, meetings, support groups.
   e. attend at last three home visits conducted by a Social Worker with a family.

3. **Learning opportunities related to Group Contact**
   a. lead, co-lead, and/or participate in a group Education that has a minimum of six to eight sessions.
   b. prepare for the group Education through reading related material.
   c. complete group progress notes on individual members and group dynamics.
d. develop skills necessary to facilitate and/or participate in group.

4. **Learning opportunities specific to Organizational Contact**
   a. attend meetings, as applicable, that have a direct impact on Agency to improve understanding of policies and services.
   b. be involved in program/policy changes that would enhance delivery of services to clients.
   c. participate in organizational actions such as grant writing, newsletter, fundraising or assessing of outcomes.
   d. select one policy or more to learn about how it affects service delivery.
   e. identify a specific issue at the state/federal level and take a position, supported with appropriate rationale.
   f. identify specific steps that can be taken to enhance, change, or eliminate policies that limit client access to resources and/or impair service delivery.
   g. analyze an Agency program using a program analysis framework and suggest program changes to enhance service delivery.

5. **Learning opportunities specific to Community Contact**
   a. attend community meetings that have impact on funding, delivery of services, etc. related to the Agency.
   b. meet with community resources that enhance service delivery.
   c. be involved in community education activities, interventions, and presentations.

6. **Learning opportunities related to Research**
   a. learn to be a consumer of research through reading articles relating to Agency interests or populations.
   b. learn how program service evaluation is utilized.
   c. produce research using a single-subject design or other research design to evaluate own practice.
   d. participate in research such as reviewing information from client surveys, collecting demographic data for grants, etc.

7. **Learning opportunities related to Professional Development**
   a. reflective, accountable journaling.
   b. self-assessment.
   c. effective use of supervision and colleague feedback.
   d. conduct an agency in-service training.
   e. attend seminars, conferences, trainings.

**SW 497 Integrative Seminar**
Students meet on a weekly basis in their Integrative Seminar class. This course allows guided discussion time to review and process what is happening in their placements. Sometimes students give each other suggestions or support with concerns. Commonly, students express many concerns in the initial phase of their placement. Be assured the Assistant Director of Field Education, who is also the Integrative Seminar Instructor, will do her best to assist the student in speaking directly to the Field Instructor about concerns, and discourage prolonged “complaining” without productive action toward solving issues. Students are instructed and expected to maintain client and agency confidentiality during any class discussions.
Capstone Project
Achievement Measure of Capstone (AMC)
In the final semester of the senior year, each Social Work student completes an individual Senior Capstone Project as the culminating curricular course for the Social Work major. In this project, students identify a problem/need with a client system in their Field placement, gather data on the problem, plan, and implement an intervention to address the problem, and evaluate the effectiveness of this intervention. This project is the second primary measure of achievement of core competencies. The project indicates levels of student achievement of the goals and objectives of the Social Work program. Requiring a 15-page written assignment and a final poster and presentation at a formal colloquium event in April, the assignment provides students with a capstone experience that incorporates all core competencies and practice behaviors (further delineated below in the description of the Achievement Measure of Social Work Capstone) and ties Social Work knowledge, values, and skills to Social Work practice. The project is introduced in the SW 397 Research Methods course in the senior’s fall semester and is worked on throughout that time. Students work in partnership with their Field placement agency and consult with their Field Instructor at every stage to receive critical feedback. Students must achieve an average grade of a B (80%) or better on the Senior Capstone Project in order to graduate.

Senior Capstone Project includes the following elements:
• Prospectus: a formal summary of the proposed project, including a description of the client situation and the selection of a data collection method, intervention technique, and evaluation tool.
• Part 1: Problem Identification and Data Collection: a succinct statement of the identified problem; identification of the data collection method, the intended use in the client situation, and the data collection findings; development of three goals for the project with two corresponding objectives per goal; and the selection and review of four research articles that address the identified problem specifically.
• Part 2: Micro/Macro Intervention: justification of the selected intervention technique in relation to agency and client context and goals and objectives, and the selection and review of two research articles that relate to the intervention.
• Part 3: Evaluation: justification of the selected evaluation tool in relation to the intervention and the original identified problem; description of the outcomes of the intervention and a visual representation (in a chart or graph) of the evaluation data findings; identification and discussion of the intervening variables impacting the work; and a discussion of the successes and challenges of the case.
• Part 4: Discussion: identification of student learning throughout the project and what students would have changed throughout the process; identification and discussion of the impact of the following on the case: micro issues, issues of diversity and discrimination, macro/system issues, policy and political advocacy; selection and review of two research articles that address future trends in identified issue area; and two recommendations for improved delivery of service.
• Poster & Presentation: poster includes a summary on all four parts of the project and an abstract of the project as a whole; presentations are 10-minutes long, utilize PowerPoint, and serve to highlight/expand on selected areas of the Capstone project.

All parts of the Capstone assignment utilize the Achievement Measure of Social Work Capstone as a summative assessment of student learning. This measure utilizes a fixed measurement scale with corresponding levels of achievement and incorporates a standard description of exemplars for each level of attainment related to Practice Behaviors as follows:

• **0: Not Achieved** - no concrete evidence of incorporation of the practice behavior in the assignment.
• **1: Minimally Achieved** - incorporation of the practice behavior on a superficial level, for example student may allude to a concept with no corresponding information.
• **2: Moderately Achieved** - incorporation of practice behavior in one instance with supporting material to explain reasoning.
• **3: Achieved** - incorporation of practice behavior more than once with supporting material to explain reasoning in each instance.
• **4: Highly Achieved** - incorporation of practice behavior multiple times, with supporting material, and a relation of the practice behavior to larger Social Work values/competencies.

Utilizing this scale as the guiding framework, the *Achievement Measure of Capstone* is comprised of a set of rubrics that, taken in their entirety, measure all core competencies and practice behaviors. As every part of the Capstone Project measures a different subset of practice behaviors, each part of the Capstone Project has its own rubric. This equates to five rubrics total for the following parts of the assignments: Prospectus; Part 1: Problem Identification & Data Collection; Part 2: Micro/Macro Intervention; Part 3: Evaluation; and Part 4: Discussion. As an example, Part 1: Problem Identification and Data Collection, integrates 25 corresponding practice behaviors, and each practice behavior is evaluated utilizing the 0-4 scale and the standard description of exemplars outlined above. An external evaluator, who is a practicing Social Worker with a PhD in Social Work, assesses student achievement on the Poster and Presentation at the Colloquium event, based on a rubric utilizing the 0-4 scale.

Data from each of the five rubrics is collected and inputted throughout the semester. Data is analyzed in relation to the established benchmark at the end of the semester, upon the Capstone Project’s completion. Throughout the course, students receive each rubric with level of achievement obtained for each practice behavior; this serves as the summative assessment for each part of the Capstone Project. However, as each part of the Capstone assignment builds upon the next, students receive extensive descriptive comments on their level of achievement on each rubric with recommendations for editing moving forward—this feedback serves as the formative assessment for each part of the Capstone Project, and ultimately allows for the student to summarize the Project concisely and effectively at the Colloquium presentation.

*See Poster example on Canvas under the SW 497 Field Experience II course.*
Site Visits by the Assistant Director of Field Education in Field Liaison Role

Within the first six - eight weeks of the school year, the Assistant Director of Field Education will be scheduling a time to come out to the agency to meet with the Field Instructor and their student. This initial visit is to review the Learning Contract and make sure that things are going as anticipated for everyone. Field Instructors are encouraged to call sooner if there are concerns. Key behaviors to monitor during the initial weeks are:

- time management
- punctuality
- accountability
- professional dress
- communication skills
- respectful interaction with work colleagues
- ability to hear and utilize feedback
- preparation for supervision

Any concerns in these areas should be immediately addressed directly with the student and if little or no improvement is seen, discussed with the Assistant Director of Field Education via phone. Avila’s BSW program expects students to have mastered these skill areas prior to placement in their Field setting. By the time of the first Site Visit, it is expected that any concerns in these areas will have been resolved.

EVALUATION OF PROGRESS AND DETERMINATION OF GRADE

The Field student’s final grades for SW 495 Field Experience I and SW 496 Field Experience II are assigned at the end of each semester. The evaluation of the Field student’s demonstrated performance of practice behavior is an ongoing process during the entire two semesters. The agency Field Instructor is expected to provide supervision throughout the entire time the student is at the agency. The Agency Field Instructor and student must meet a minimum of one hour per week to discuss the student’s questions and to monitor the student’s performance as part of that supervision time.

Achievement Measure of Field Experience (AMFE)

The first of the two primary, direct, summative measures occurs in the SW 496 Field Experience II course (spring). Twice, within the context of the Field courses, an assessment of student-demonstrated attainment levels of practice behaviors is conducted using the Achievement Measure of Field Experience tool. This tool measures student performance on each of the forty-one practice behaviors that operationalize the ten core competencies. It is first administered in SW 495 Field Experience I at midpoint (December) as a formative measure. Students rate themselves on their own progress, using the Achievement Measure of Field Experience rubric; Field Instructors also rate and offer feedback to the student about the student’s level of attainment for each practice behavior and core competency during the midpoint (November/December) Site Visit. This is completed on Canvas – through a Peer Review process.
The Achievement Measure of Field Experience provides students with a Field Instructor’s rating of their performance at the midpoint of their Field Experience. Because of student admiration of a person with an MSW or BSW who is working in the field, the Field Instructor feedback can deepen student comprehension of the importance of their own competency in these areas. It is also motivating, encouraging them to improve weak areas prior to graduation. This measure also provides faculty with valuable feedback from a rater outside of the classroom, and in a setting critical to students’ ultimate success.

The Achievement Measure of Field Experience is explained to all Field Instructors and students at the Fall Field Kick-off Event, and again discussed in the first SW 497 Integrative Seminar course, both in August. Students take the pre-formatted tool and personalize it for their agency site and by planning Learning Activities that are specific to practice behaviors. These are written in the form of SMART (Specific, Measureable, Attainable, Realistic, Timely) objectives. This helps the student link knowledge, values, and skills necessary for attainment of practice behaviors and ultimately core competencies.

To increase collaboration with their Field Instructor, and empowerment, students are invited to take the lead in establishing the Learning Activities with the assistance of their Field Instructor and the Assistant Director of Field Education. A draft of the Learning Contract is reviewed by the student, Field Instructor and Field Liaison at the first site visit, approximately 4-6 weeks into the Field Experience.

The first administration of the Achievement Measure of Field Experience involves reviewing the student’s progress and performance on these same Learning Activities, as well as matching the descriptive standards on the rubric to the student’s performance. Results of the measure assist the student and the Field Instructor in noting the student’s own perceptions of their strengths and needs, how those compare to the Field Instructor’s ratings, and offer data to guide the necessary planning around development or modification of Learning Activities for the next semester in SW 496 Field Experience II. As a formative measure, this points the student in the direction of what they still need to work on in order to attain all of the competencies prior to graduation.

The Achievement Measure of Field Experience is again administered in April as one of the two primary summative measures in the program. The measure occurs in SW 497 Field Experience II. The Field Instructor’s endpoint ratings on all forty-one practice behaviors result in one comprehensive measure of student attainment of practice behaviors, which are then aggregated to demonstrate achievement of core competencies. Students are rated on a 0 - 4-point scale, with a score of ≥ 3 being “Achieved” and the benchmark. Students receive 41 ratings reflecting their performance levels of the practice behaviors that have been linked with specific Learning Activities the student developed at the start and again at Midpoint of their Field placement. At the time of this Endpoint measurement, students have completed 500-hours in their agency setting. The measurement tool describes specific performance criteria for each practice behavior and the rater is asked to select the exemplar that most closely matches their student’s performance. The following table depicts a short example of what the measure looks like for just one practice behavior, EP 2.1.1.2. [LPW1]
Sample from *Achievement Measure of Field Experience*

**GRADING**

Course grading criteria should be discussed early in the Field Experience. Students should make clear to their Field Instructors what grade they are hoping to achieve in SW 495 and eventually in SW 496; and the Instructor should make the student aware early in each semester what it will take to achieve that goal. The agency Field Instructor recommends the grade, but the final responsibility for the grade is with the Assistant Director of Field Education. The grade recommended by the Field Instructor will stand unless the Assistant Director of Field Education assesses a need to intervene and make a grade change. This would only happen in an extreme circumstance. Normally, students should be apprised of their grade as the semester progresses and given opportunities to improve. The Assistant Director of Field Education will mediate between the student and the Field Instructor in grade disputes. The student also has the right to utilize the University’s grade appeal process in the Avila University Undergraduate Catalog (2013 – available online at www.avila.edu).

**JOURNALING**

Student performance will be monitored by the Agency Field Instructor and overseen by the Avila Field Faculty. The Avila University Integrative Seminar Instructor will read the daily reflective and integrative Journal entries submitted on a regular basis by students. Reviewing Journal entries helps the Integrative Seminar Instructor to assess the viability of the various activities the student is engaged in during the hours they spend at their Field Agency. It is the student’s choice whether to share their Journal content with their agency Field Instructors. Most choose not to do so, which allows them privacy to vent frustrations freely, without fear of affecting their relationship with a Field Instructor or their final grade. The Journal assignment is to assist the student in integrating and processing classroom learning and Field experiences, and to allow a venue for the Avila Field Faculty to provide direct feedback to the student and monitor the educational experience. The student’s ability to keep their entry private provides an atmosphere supporting more genuine and deeper reflection without fear of it affecting the student’s semester grade in Field Experience I.
The Agency Field Instructor will meet weekly with their student in supervision to monitor the progress and ultimate achievement of Learning Activities identified in the Learning Contract. If some supervision is occurring through a group format, the Agency Field Instructor will also set up individual supervision time with the student for more individualized attention to their performance, questions, and experiences.

The Agency Field Instructor can report student’s positive or poor progress and/or issues to the Avila Field Faculty at any time via phone, email or at a requested on-site meeting. This should begin with a contact to the Assistant Director of Field Education. As stated earlier, the Agency Field Instructor, the Avila Assistant Director of Field Education and the student will meet three times on site during the two-semester Field Education placement.

- Site Visit # 1: Four – Six weeks into the placement to evaluate progress with orientation and adjustment to the Field placement. This also includes a review of the completed Learning Contract.
- Site Visit # 2: End of fall semester (December) to evaluate progress on the Learning Activities in the Learning Contract, provide verbal and written feedback, and to assign a grade.
- Site Visit # 3: End of spring semester to finalize evaluation on achievement of the Learning Contract Practice Behaviors and Competencies, to provide verbal and written feedback, to conduct a “termination” session with the student and the Assistant Director of Field Education, and to assign a final grade.

The Avila Assistant Director of Field Education will complete a checklist for each Site Visit, documenting the meeting and content discussed. The Site Visit Checklists are available for review on Canvas.

The Field student’s grades for SW 495 Field Experience I and SW 496 Field Experience II are assigned at the end of each semester. The Field student’s evaluation is an ongoing process during the entire two semesters. The Agency Field Instructor is expected to provide supervision throughout the time the student is at the Agency.

At the end of each semester, the Agency Field Instructor, together with the student, complete the Achievement Measure of Field tool. The Avila Assistant Director of Field Education goes over this form with both the Agency Field Instructor and the student at Site Visit # 2 and again at Site Visit # 3. The Field Instructor and the student should meet regarding the evaluation at least one day before the University Assistant Director of Field Education meets with them.

Grading criteria are suggested in the Learning Contract and should be discussed between the student and Field Instructor at the beginning of each semester. Individual Instructors should identify and describe their teaching philosophy related to the grading of Field students, as well as criteria that will influence the grade they recommend at the end of each semester. Key criteria to consider in grading suggested by the Director and Assistant Director of Field Education are:
• Student’s professional and ethical conduct at all times.
• Punctual.
• Attendance.
• Eager to learn.
• Takes initiative.
• Utilizes supervision effectively.
• Dedicated to serving clients and promoting economic and social justice.
• Successful and timely achievement of Learning Activities on the Learning Contract.
• Demonstrated competence in performance of practice behaviors and core competencies, as evaluated using the Achievement Measure of Field tool. Students are expected to perform at the 80% level of achievement on all forty-one practice behaviors by the end of the second semester.

The Agency Field Instructor recommends the grade, but the final responsibility for the grade stays with the Avila Assistant Director of Field Education. The grade recommended by the Agency Field Instructor will stand unless the Avila Field Faculty assesses a need to intervene and make a grade change. This would only be done in an extreme circumstance. Normally, students should be updated regularly on their grade as the semester progresses and given opportunities to improve. The Assistant Director of Field Education will occasionally mediate between the student and the Agency Field Instructor in grade disputes. Students can also utilize a grievance process if they are unhappy with the results of an informal grade dispute at the Program level. (See Avila BSW Student Handbook or the University’s Student Catalog online for specific grievance procedures. Avila’s home web page that links to the catalog is www.avila.edu. The Social Work Student Handbook can be found from a link from www.avila.edu/socialwork.

Social Work Program Policies and Procedures related to Field Education

CHANGE OF FIELD PLACEMENT
Once a student is placed in an agency setting, it is rare for a change of placement to occur. If, however, there are circumstances whereby the Field student needs to change Field placements during the semester, there are specific procedures to follow.

The Field student should first discuss the matter(s) of concern with his/her agency Field Instructor with the goal being to remedy dissatisfaction with the placement. If the concern is directly related to the Field Instructor’s behavior, and/or the student does not feel they are able to discuss the matter with their Instructor, the student should contact the Assistant Director of Field Education to discuss the dissatisfaction/concern. Students are also encouraged to bring concerns to the Integrative Seminar class for feedback from their peers and Seminar Instructor. Where reasonable, the student will be encouraged to confront the matter directly with the support of the Assistant Director of Field Education. If positive resolution does not seem possible and the
Assistant Director of Field Education feels a change of placement is valid, the student is placed at another agency as soon as arrangements can be made.

If the Field student terminates his/her own Field placement without permission of the Assistant Director of Field Education, that student will have to wait until the following school year to re-enter the Field placement. The Assistant Director of Field Education will determine if the student had a valid reason for terminating the Field placement and is eligible to repeat Field Experience I and/or II.

Termination and/or Change of Field Experience Agency
The student placed in a Field Agency is expected to conduct herself/himself in a professional manner that is consistent with proper work habits at all times, as outlined in the Program’s retention criteria and the NASW Code of Ethics. Failure to do so could result in the student’s immediate termination from the Field placement, and could lead to potential dismissal from the major as well.

When a Field student experiences any concerns/problems during placement, the chain of command is as follows:

- Agency Field Instructor
- Assistant Director of Field Education (Corinne Kritikos)
- Director of Field Education (Lindee Petersen Wilson)
- Avila BSW Program Chair (Francis Origanti)
- Dean of the College of Liberal Arts and Social Sciences (Charlene Gould)

The Field student has the right of due process when he/she feels a grievance is warranted (see Avila BSW Student Handbook under Student Grievances section, available online at www.avila.edu/socialwork).

Once a student placement setting is finalized, it is rare for a change of placement to occur. In most circumstances, behavior changes can be negotiated and satisfaction with the placement increased. A plan of remediation may be created and everyone’s efforts to keep the placement viable are monitored by the Avila Assistant Director of Field Education.

Some examples of conditions that would warrant a change or termination in placement would be:

1. inadequate or inappropriate workload that persists after attempts to renegotiate tasks
2. inadequate supervision
3. misconduct by student or Field Agency personnel

On occasion, in order to avoid early termination of a Field placement, the Avila University Director of Field Education will work with the Assistant Director of Field Education, the student, and Field Instructor to establish a Behavioral Remediation Plan. This document functions as a “road map”
toward exhibiting behavior that is necessary for a successful Field Experience. The Remediation Plan is mediated and monitored by the Avila Assistant Director of Field Education and should follow these guidelines:

1. Remediation plans should be a collaborative effort involving the student, Field Instructor, and Field faculty.
2. Remediation plans should be behaviorally-specific and time-limited.
3. Remediation plans should include specific consequences for failure to achieve established goals; in addition to specific consequences related to successful achievement of goals.

If it is determined that the Field student needs to change Field Agencies during the semester, there are specific procedures to follow. Procedures related to changing Field placement upon student request:

1. If the Student feels that a change may be necessary, she/he should first discuss the matter(s) of concern with her/his Agency Field Instructor. The goal of this discussion would be to remedy dissatisfaction with the placement through a productive dialog and self-advocacy. If the concern is directly related to the Agency Field Instructor’s behavior, and/or the student does not feel they are able to discuss the matter alone with their Agency Field Instructor, the student should contact the Avila Assistant Director of Field Education in a timely manner to discuss the circumstances. Students can also bring concerns to their Integrative Seminar or Social Work Capstone courses for feedback from their peers and Instructor.

2. Where reasonable, the student will be encouraged to confront the matter directly with the support of the Avila Assistant Director of Field Education. This gives the student valuable practice, with support, in negotiating supervisory difficulties and putting into practice the skills of self-advocacy.

3. If positive resolution does not seem plausible, or asking the student to confront the matter with the Agency Field Instructor is not appropriate, the Avila Assistant Director of Field Education will contact the Field Instructor to alert them to the complaint and to further assess information, and ultimately determine if a change appears to be necessary. The Field Liaison, who is also the Assistant Director of Field Education, will inform the Director of Field Education in a timely manner, and/or request additional assistance.

4. If the matter still seems reconcilable, the situation will be assessed and likely, a termination plan will be mediated between the student and the Field Instructor /Field Agency by the Assistant Director of Field Education in order to comply with ethical obligations and service coverage as directed by the NASW Code of Ethics in Standard 1.16 Termination of Services. Placement of the student in a new Field Agency setting will depend on the reasons identified for the termination of the original placement. A new placement is not absolutely guaranteed. If the student has demonstrated appropriate professional behavior, followed
policy, and procedures as set forth in this manual, and demonstrated a professional effort at meeting requests of the Field Instructor and/or Agency, a new placement will be sought. All attempts will be made to establish a new placement for the student as quickly as new arrangements can be made.

The student may be asked to withdraw from the course and/or fail the course if they terminate their Field placement without permission. In addition, the procedure listed above must be followed or the student may be asked to withdraw from the course or automatically fail the course at the Field faculty's discretion. The student will then have to wait until the following academic year to re-apply to the Social Work major, and become eligible for a new Field Education placement.

During the re-admission to the major request process, the Avila Faculty will consider non-compliance with Field Education policy as part of the Admission decision. **Students may withdraw from Field Experience I and/or Field Experience II courses no more than two times.** A third withdrawal or termination from Field Experience I or Field Experience II automatically results in dismissal from the Social Work Program. Procedures related to changing Field placement upon agency request:

1. If the Agency Field Instructor determines that a change may be necessary, she/he is encouraged to contact the Avila Assistant Director of Field Education in a timely manner to discuss specific concerns.

2. Generally, if there appears to be hope of salvaging the placement, the Assistant Director of Field Education’s first step after hearing from the Field Instructor, is to advise them to discuss concerns directly and specifically with the student, and to agree to work with their Assistant Director of Field Education toward a mutually-agreed upon plan for remediation. The Avila Assistant Director of Field Education is available to offer suggestions, and to attend this type of meeting. The Liaison should always be invited to the Agency to assist in the drafting of a Behavioral Remediation Plan. The Liaison will also be the University’s monitor of the progress of the successful achievement of specific behaviors listed in the plan.

3. If, however, the Agency and/or Field Instructor is unwilling to continue the placement of the student, the Assistant Director of Field Education should be contacted by the Agency Field Instructor immediately. **It is important that the Field Instructor speak directly with the Liaison PRIOR to discussing dismissal with the student directly.** If there is no other acceptable resolution, a plan for termination of the placement will then be negotiated between the Avila Field Faculty and Agency Field Instructor, notifying and including the student in the plan as soon as possible. The Avila Assistant Director of Field Education and the Director of Field Education will make the determination of whether a final meeting is beneficial between the student and the Field Instructor, with the Liaison in attendance.
4. Placement of the student in a new Field Agency setting will depend on the reasons for the termination of the original placement. **A new placement is not guaranteed in the situation where a student’s misconduct necessitated a change.** If the student has demonstrated appropriate professional behavior, followed policy, and procedures as set forth in this Manual, and demonstrated a professional effort at meeting requests of the Field Instructor and/or Agency, a new placement will be sought. All attempts will be made to find a new placement for the student as quickly as new arrangements can be made.

If the student terminates his/her own Field placement without the permission and/or without following the procedure listed above (or other directions of the Field faculty), the student may be asked to withdraw from the course or automatically fail the course at the Field faculty’s discretion. The student’s status with the Social Work Program will automatically default to a conditional status at the time of the withdrawal, based on failure to follow procedures. The student will then be asked to develop a Remediation Plan, working with the faculty in the Program. If the Plan is successfully completed, the student who withdraws from their Field placement in this way will still have to wait until the following academic year to become eligible for a new Field Education placement. The student must be at an unconditional status in order to advance to placement. The Avila Faculty will consider non-compliance with Field Education policy/procedure as part of the status decision.

Students may withdraw from Field Experience I and/or Field Experience II courses no more than two times. A third withdrawal or termination from Field Experience I or Field Experience II automatically results in dismissal from the Social Work Program.

**Health Insurance Portability and Accountability Act of 1996 (HIPAA)**

Field Agencies that gather and/or use client health information are required to comply with the federal HIPAA law. A Field Agency may wish to orient their Field student and take steps to ensure student compliance with the law. A Training Module and quiz on HIPAA are available on the Canvas Resource Site.

**Mandated Reporting**

In adherence with Missouri and Kansas statutes related to child and vulnerable population protection, Avila BSW students in Field Experience are expected to report incidents of suspected neglect or abuse. **A Field student should always discuss these circumstances with their Field Instructors before taking any action related to the reporting process.** It is helpful to the student if procedures and policies related to mandated reporting are covered in the orientation to the agency in the initial weeks of Field. Students should familiarize themselves with Missouri and Kansas laws that specify who is a mandated reporter:

http://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm

https://www.childwelfare.gov/systemwide/laws_policies/state/
Weekly Supervision
Field Instructors are required to provide one hour of weekly, individualized supervision to each Avila Field student they are supervising as Field Instructor. The weekly meeting should include an agenda of topics prepared by the student to discuss. Topics may include:

- Updates on the student’s progress with tasks and projects
- Challenges/issues faced by the student
- Accomplishments/goals the student has achieved
- Issues of cultural competency and diversity (within the organization and with clients/constituents)
- Processing of the organization’s culture
- Identification of learning, training, networking opportunities for the student
- Discussion and mentoring regarding the student’s professional development and career goals
- Discussion of news and information affecting the Social Work Field, and that is relevant to the organization’s Field of service, the student’s tasks/projects, etc.
- Reviewing student’s capstone project
- Discussing differences between BSW and MSW level roles

It is important that the Field Instructor keep appropriate professional boundaries with the student and vice versa. This is a professional relationship and the Field Instructor can help the student understand the boundaries inherent in such. While stress can be a regular factor for a student in a professional program, the student should not be using their supervision time (or other time for that matter) going into detail about personal life demands, stressors, or crises. The Field Instructor should not take on the role of a clinician. If they feel the student could benefit from professional help, they can suggest this to the student or encourage them to speak to the Field faculty for a referral. Additionally, the Field Instructor is not the student’s friend. Considerations of dual relationships apply to the student/Field Instructor relationship and the NASW Code of Ethics Standards 3.0.1 – 3.0.3 should be followed carefully regarding evaluation and supervision.

Field Experience at Student’s Agency of Employment
The Avila Field Faculty take many measures to ensure that placements in Field settings truly provide new learning, integration, and socialization opportunities for all assigned Field Experience students. The faculty do not recommend that students complete their Field Experience at their place of employment, or at a past place of employment.

Rarely, an exemption from this policy will be considered by the Director of Field Education. The student may request an exemption through submission of the “Petition to Complete Field Experience at a Place of Employment” form. After screening, if an exemption is allowed, the Director of Field Education will have first ensured that the following conditions will be met by the agency, Field Instructor and student at all times during the experience:
• The Field Instructor cannot also be, or have been in the past, the student’s day-to-day work supervisor.
• The Field Experience placement must be in an entirely different program/department than the one in which the student is or ever has been employed.
• Field Experience hours cannot be counted as work time, nor can work time be counted as Field Experience hours.
• The student must be evaluated as a STUDENT LEARNER, not on criteria used to evaluate an employee.
• The Learning Contract must address opportunities to demonstrate all competencies and practice behaviors.
• Records related to the Field Experience will be kept separate from the student’s employee files at the organization, and the Field Instructor will uphold confidentiality regarding the student’s experience in the way that they would for any other student who is or has held employee status.

If the above conditions are violated in any way, the placement will be terminated immediately.

**Safety and Security of Students in Field**
The safety of Social Work students in Field Experience is a priority for the Avila Social Work Program. Students in the Social Work major learn about the risks inherent in the profession, and also ways that they can lower those risks.

Field Instructors and Field Agencies, when applicable, should:

• Discuss safety and security matters with the student during the pre-placement interview and throughout the Field placement.
• Relay information to the student about the frequency or likelihood of violence while they are conducting Field Experience activities in this organization.
• Explain and enforce organizational safety protocols with the student, including building and office security, emergency procedures, management of violent clients, and home visit safety procedures.
• Provide a tour of the surrounding neighborhood/community and address concerns the student may have regarding work in the community or area.
• Allow the student to observe staff engaged in the work for which the student is preparing.
• Allow the student to be observed while engaged in learning activities.
• Provide the student with security resources (i.e., safety training, cellular phones) when available from the Field Experience organization.

Examples of activities that warrant special concern and discussion with the student and the Avila Field faculty prior to the start of Field Experience include, but are not limited to:

• Physical restraint of clients
• Transportation of clients in the student’s private vehicle or company vehicle
• Transportation of a client with a history of violent behavior
• Field Experience activities when the student will be alone, or in potentially volatile areas where other staff will not be present

Source: Adapted from the UMKC Social Work Field Handbook, with permission

In the event that a student is involved in an incident resulting in the risk of or experience of any personal threat or assault to themselves or others during the placement, they must complete an Incident Reporting Form and contact the Assistant Director of Field Education immediately.

Accommodations
Reasonable accommodations are tools or arrangements that facilitate or enhance the performance of a student with a disability and will be discussed with the student, Field Instructor, and Director of Disability Services. Students with disabilities or those requiring special accommodations in the Field should discuss their needs with the Director of Disability Services at Avila, as well as the Director of Field Education, so that reasonable accommodations can be identified and recommended during the pre-placement phase of the Field Experience. To apply for accommodations in the Field-learning environment, please contact the Disability Services Office. To schedule an appointment or to ask questions, call Disability Services at 816.501.3666, or see the Avila web site at www.avila.edu/disability/.

Criminal Background Checks, Drug Screenings, HIPAA Certification, and Verification of Health Status
Some Field Agencies may require screenings, certification, and verification or vaccinations from students prior to the start of the Field Experience, or even before an invitation to place is offered. Such circumstances may include, but are not limited to the following: criminal background check, drug screening for illicit drugs, vaccinations, HIPAA training/certification, and/or verification of health status. The Field Instructor may communicate requirements to the student during the placement interview. The Assistant Director of Field Education will contact the agency Field Instructor after a match with a student has been made, to hear what the agency requires of the student before the first day of placement. The Assistant Director will then contact the Field student and assist in the student’s completion of these requirements prior to the end of May. Typically, the student is responsible for funding and obtaining the various requirements. However, if a student is experiencing financial hardship they can contact the Assistant Director of Field Education to see if there are benefactor funds available to assist them with cost. If the agency does not provide its own background screening, the Social Work Program can work with the student to obtain a screening for approximately $75. The campus Director of Health Services is sometimes also able to provide some of the health screenings free of charge. Students will not be allowed to begin their Field Experience hours until all of the finalization requirements are completed. This includes any agency orientation sessions, or other online or in-person trainings that the Field Instructor has requested be completed before the placement can begin.
Liability Insurance
Avila University carries a professional liability policy for students in the various professional Fields. This Program covers duly registered Avila students for events that may occur while performing duties in their Field Agency. Students can obtain proof of coverage by contacting the Assistant Director of Field Education. Students wishing to obtain additional coverage at their own expense may contact the NASW Insurance Trust at (800) 638-8799, ext. 387, or an insurance agency of their own choosing.

Automobile Insurance
The University does not provide automobile liability coverage. Students who will be using their personal vehicle for agency business should discuss requirements related to automobile insurance coverage with the Field Agency prior to the start of their Field Experience.

Field Experience Stipend
Rarely, an agency may offer a stipend associated with a Field Experience. Monetary compensation to students in the form of a stipend is always appreciated, but it is not a requirement for an agency to serve as a Field site. If a Stipend is available, there is no minimum or maximum amount of compensation a student may receive. However, under no circumstances may the Field Instructor or Field Agency alter the Placement Agreement contracted Field hours as a condition of receiving the Stipend. Rarely, with the approval of the Director of Field Education, a new Placement Agreement may be issued to include the compensation.

Avila University Field Instructor Benefits
There are many benefits and opportunities available to for serving as an Avila BSW Field Instructor. They are listed below:

- **Avila University ID** – Field Instructors can receive a University ID and utilize the recreational facilities, library services, Field Resource Site in Canvas Learning Management System and more!
- **Avila University Eagles** – With an Avila ID, Field Instructors can attend any sports home game free.
- **Arts at Avila Passes** – Field Instructors may redeem passes at Goppert Theatre Box Office, and are given two complimentary Season Passes when they attend trainings. More passes are available upon request.
- **Continuing Education Credits (CEUs)** – A Certificate of Attendance at each training will be provided. Further documentation of service as a Field Instructor can also be requested, up to eight credit hours total for two semesters, four each semester.
- **Recognition on the Web** – Field Instructors and Agencies are featured on the department website as part of the Avila Social Work team of professionals.
- **Access to Avila’s Hooley-Bundschu Library** – On site and on line access to this Library Learning Center is available to Field Instructors.
Avila University Policies related to Field Education

The Avila BSW Program strongly supports the University’s Anti-Harassment/Anti-Discrimination Policy. The violation of which may be grounds for the filing of a complaint with the NASW Committee on Inquiry. Social Work Field Faculty are both available to discuss with students any concerns they may have in this area.

Avila Student Social Work Field students are expected to treat the staff and clients of their Field Experience Agencies with respect and courtesy, in compliance with the NASW Code of Ethics Standard 2.01 Respect. The finding of sexual harassment of such persons by a Social Work student may be grounds for termination of their Field placement, withdrawal, or failure of the Field Experience I or II courses, and subsequently also from Integrative Seminar or Social Work Capstone courses, and/or the dismissal from the Avila BSW major. Students are expected to comply with the NASW Code of Ethics Standard 2.08 Sexual Harassment.

Although the staff of Field Agencies is not subject to the sexual harassment adjudication procedure of Avila University, it is expected that students will not be subjected to such behavior at the Field Agency. Social Workers within agencies are under the mandates of the NASW Code of Ethics. Any report of a student being sexually harassed during their Field placement will be investigated by the Avila Field faculty. If it is believed that such harassment has more than likely occurred, the situation will be reviewed in a meeting of all Social Work Program faculty members, at the conclusion of which a recommendation for action will be made. Examples of actions that may be taken include, but are not limited to: holding a problem-resolution conference with the person who has exhibited harassment behavior; reporting of the incident to the supervisor of the person who is harassing; changing the Field Instructor while maintaining the student in the agency placement; termination of the placement at that agency, temporarily or on a long-term basis; and/or reporting the harassment to the NASW Committee on Inquiry or other appropriate regulatory body. The Field faculty will attempt to place the student in another Field Agency as soon as possible, allow an Incomplete, or another viable alternative that complies with the educational policy and standards of the program and CSWE.

Avila University Anti-Harassment/Anti-Discrimination Policy Statement

(reprinted from the Avila University Undergraduate Catalog)

Avila University’s policy is to maintain an environment for all of our employees and students that is free of unlawful harassment, illegal discrimination, and unprofessional conduct. It is never justifiable to harass one of our employees or students because of their race, color, gender, religion, national origin, age, disability, or sexual orientation. Unlawful harassment is counterproductive and does not serve the principles on which Avila University operates. We respect the dignity and worth of each employee and student. We believe that each
employee and student should be free to develop fully his or her potential, neither hindered by artificial barriers nor aided by factors that are not related to merit. Avila University also prohibits unprofessional conduct and comments that may not amount to unlawful harassment. All employees are expected to use good judgment and to avoid even the appearance of impropriety in all of their dealings with other employees and students. Supervisory employees especially must exhibit the highest degree of personal integrity at all times, refraining from any behavior that might be harmful to their subordinates, students, or to the University.

Racial, Religious, Sexual Orientation or National Origin Harassment
Racial, religious, sexual orientation or national origin harassment is expressly prohibited. Racial, religious, sexual orientation, or national origin harassment includes any oral statement, written statement, or physical act in which race, religion, sexual orientation, or national origin is used or implied in a manner that make another person uncomfortable in the work or educational environment or that would interfere with another person’s ability to perform his or her job. Examples of racial, religious, sexual orientation, or national origin harassment include jokes that include reference to race, religion, sexual orientation, or national origin; the display or use of objects or pictures that adversely reflect on a person’s race, religion, sexual orientation, or national origin; or use of language that is offensive due to a person’s race, religion, sexual orientation, or national origin.

Sexual Harassment
Sexual harassment is a form of sex discrimination that is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. Sexual harassment is also illegal under Missouri State Law and prohibited by Avila University. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. submission to conduct is made either explicitly or implicitly a term or condition of employment; or
2. submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee; or
3. such conduct has the purpose or effect of substantially interfering with the employee’s work performance or creates an intimidating, hostile, or offensive work environment; or
4. submission to the conduct is made either explicitly or implicitly, a condition of a student’s participation in a school program or activity, or basis for educational decision affecting a student; or
5. such conduct is so severe, persistent, or pervasive that it affects a student’s ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening, or abusive educational environment.
Prohibited acts of sexual harassment can take a variety of forms, ranging from off-color jokes to subtle pressure for sexual activity to physical assault. It is not possible to identify each act that may constitute sexual harassment. Examples of conduct that may constitute sexual harassment are:

1. repeated or unwelcome sexual flirtations, advances, propositions, touching, remarks, or requests for sexual favors;
2. repeated verbal abuse of a sexual nature;
3. graphic verbal comments about a person’s body;
4. sexually degrading words used to describe a person;
5. the display of sexually suggestive objects or pictures;
6. unwelcome questions or comments about private sexual matters;
7. slurs, “off color” jokes, or degrading comments related to gender;
8. demeaning, discourteous conduct, or negative stereotyping; or
9. a sexual relationship with a subordinate or a student.

No Retaliation

It is strictly against University policy to retaliate against anyone who reports or assists in making a complaint of prohibited harassment. Retaliation is contrary to this policy statement and may result in discipline up to and including termination for employees and dismissal for students. Anyone who feels that retaliatory action has been taken because of his or her report or assistance in making a complaint of prohibited harassment should immediately bring the matter to the University’s attention as described below.

How to Report Instances of Harassment or Retaliation

The University cannot resolve matters that are not brought to its attention. Any student or employee, regardless of position, who has a complaint of or who witnesses harassment or retaliation at work by anyone, including Instructors, students, supervisors, managers, employees or even non-employees, has a responsibility to immediately bring the matter to the University’s attention. If the complaint or observation involves someone in the employee’s direct line of command, or if the employee is uncomfortable discussing the matter with his or her direct supervisor, the employee is urged to go to another supervisor, a University vice president, or to the director of human resources. If the complaint or observation involves a student, the report should go to the vice president for academic affairs or the vice president and dean for student affairs. Student-to-student harassment complaints may be referred to the disciplinary system in the school’s Code of Conduct for the appropriate investigation and resolution of such complaints.

How the University Will Investigate Complaints

The University will thoroughly and promptly investigate all claims of harassment or retaliation. A complainant will be given the opportunity to provide a good faith list of
persons who may have information regarding the subject matter of the complaint, and those persons will be contacted by a representative of the University. If an investigation confirms that harassment or retaliation has occurred, the University will take prompt, corrective action, as is appropriate. Complaints of harassment and retaliation will be kept as confidential as possible.

Avila University’s Commitment to an Effective No Harassment Policy

If you feel that the University has not met its obligations under this policy, you should contact the Program of Human Resources.

RELATIONSHIPS IN FIELD INSTRUCTION

The Avila University Social Work Program expects participants in any aspect of the curriculum of the Social Work major to abide by the ethical standards regarding sexual relationships. The NASW Code of Ethics, under “Social Workers’ Ethical Responsibilities to Clients, Standard 1.09 Sexual Relationships” states:

a. Social Workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

b. Social Workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with client’s relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the Social Worker and client to maintain appropriate professional boundaries. Social Workers – not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship – assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

c. Social Workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client...

d. Social Workers should not provide clinical services to individuals with whom they have had a prior sexual relationship...

Under Social Workers’ Ethical Responsibilities to Colleagues: Standard 2.07 Sexual Relationships the Code of Ethics goes on to say:

a. Social Workers who function as supervisors or educators should not engage in sexual activities or contact with supervisors, students, trainees, or other colleagues over whom they exercise professional authority.

b. Social Workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social Workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty
to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Program of Education. Social Work Field Instructors and Field Agencies are bound by the provisions of FERPA and subsequent updates.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records. Schools may charge a fee for copies.
- Eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  o School officials with legitimate educational interest;
  o Other schools to which a student is transferring;
  o Specified officials for audit or evaluation purposes;
  o Appropriate parties in connection with financial aid to a student;
  o Organizations conducting certain studies for or on behalf of the school;
  o Accrediting organizations;
  o To comply with a judicial order or lawfully issued subpoena;
  o Appropriate officials in cases of health and safety emergencies; and
  o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date, and place of birth, honors, and awards, and dates of attendance. However, schools must tell eligible students about directory information and allow eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify eligible students annually of their rights under
FERPA be followed. The actual means of notification (special letter, inclusion in a PTA bulletin, student Manual, or newspaper article) is left to the discretion of each school.

Field Instructors are held accountable for upholding this law in the context of the Field Education. If anyone contacts a Field Instructor or Field Agency personnel about an Avila Field student, refer that person to the Director of Field Education at 816.501.3648 or Lindee.Wilson@avila.edu. It is also important to remember that the privacy of student information should be upheld by maintaining confidentiality and not discussing the student’s grades, grade point, or performance evaluations (even if good) with other agency members not directly involved in the student’s education in your organization without first obtaining a FERPA release. This also pertains to letters of reference the student may ask you for at some point. You can generalize responses, but not give specific grades, grade point average, or other notes that you may have made regarding the student’s performance on their evaluation form or in a formal file. Any file notes Field students should be shredded after the student leaves the Field Agency as an intern. Any personal notes should remain in a separate place and not include any notes taken in front of someone else, including the student.

For additional information or technical assistance regarding FERPA, you may contact the Avila University Registrar, Dana Shirley, at 816.501.3608.

HIPAA HIGHLIGHTS FOR SOCIAL WORKERS
The Health Insurance Portability and Accountability Act of 1996, otherwise known as HIPAA, has generated several sets of federal regulations applicable to health care practitioners, including Social Workers. These provisions of HIPAA include the following topics: medical privacy, electronic transactions standards and code sets, security and unique identifiers.

What Social Workers should know about HIPPA is summarized from an NASW resource page available at:  http://www.socialworkers.org/practice/behavioral_health/mbh0101.asp
There is also a training module available on Canvas.

Assessment and Continuous Improvement of Field Education

ASSESSMENT AND CONTINUOUS IMPROVEMENT OF FIELD EDUCATION SETTINGS AND INSTRUCTORS

Evaluation of the Agency Field Instruction: Agency Setting and Agency Field Instructor
In April at the end of the Field placement, students are required to fill out an Agency/Field Instructor evaluation form (posted on Canvas) on the effectiveness in the provision of Field Instruction at the agency where they were placed, and of their specific Field Instructor. Oral reviews by the Avila Assistant Director of Field Education are also conducted with the Agency Field Instructor at the end of each semester on strengths and areas for improvement in instruction, opportunities, and supervision. Students are offered the opportunity to participate in these reviews, but are not required to provide input at the time of the Site Visit and can wait until the end of the experience to
do so; and can then choose to share their input only with the Assistant Director of Field Education. At the end of the Field Education, the agency Field Instructors are asked for input as to whether they are interested in remaining in the Program database as a Field Instructor for future students, and to evaluate with the Avila Field faculty the effectiveness of their own site and instruction. Training needs may be established at that time. Any training needs are identified and a plan is developed, implemented, and evaluated before another student would be placed in the agency.

VERIFICATION FORM

Please sign this form, indicating that you received an electronic version of the 2013 – 2014 Field Manual, have read it, and will abide by the policies and procedures therein. Return this form to Maureen Carr.

Print full name __________________________________________________________

Title and agency _______________________________________________________

Signature ____________________________ date __________________