



COLLEGE OF
LIBERAL ARTS & SOCIAL SCIENCES
SOCIAL WORK
CENTRAL MICHIGAN UNIVERSITY

Field Education Manual

2025-2026 Academic Year

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Introduction and Program Overview

Welcome from the Social Work Program

Welcome, students!

The upcoming academic year promises to be an exciting opportunity for learning. Field Education is the process by which all of you will move into a genuine sense of belonging to the profession of social work. This year will provide many opportunities to learn and grow. Sometimes that growth will be easy and fun; sometimes it will be difficult. Our hope is that it will always lead you more deeply into an identity as a social worker as you learn and practice the skills and knowledge needed to begin your first jobs as BSW graduates.

The field experience is one that many students approach with some apprehension, but also with a great deal of excitement. The social work faculty and Agency Field Instructors share that excitement with you as we all welcome you to this experience. We encourage you to make a commitment to learning as much as possible during the year.

Welcome and thank you, Agency Field Instructors!

It is a privilege and a joy for the faculty in the Social Work Program to work with all of you as you give so much of yourselves to encourage and support these students in pursuit of their dreams of becoming social workers. Your hard work and dedication make it possible for the students to have, year after year, wonderful and enriching experiences in a wide variety of field settings.

For those of you who are serving as Agency Field Instructors for the first time, the faculty and students of CMU's Social Work Program very much appreciate your willingness to take on this new responsibility. We are also grateful for the returning Agency Field Instructors; your support of the education of past BSW students has already been key in their transition from student to professional. To all of you, thank you in advance for your service to this next generation of social workers! We hope you enjoy the experience, and we look forward to working with each of you throughout the year.

Sincerely,

CMU Social Work Faculty and Staff

Preface

This manual is meant to be a guideline for undergraduate practicum placements. The objectives of the manual are to:

- Orient students, agency supervisors (Agency Field Instructors), and new faculty (field liaisons) to the structure and mechanics of field placements.
- Define the overall learning that is expected within field education.
- Outline the policies and procedures of participating field placement agencies and social work faculty relative to their role, responsibilities, and expectations in providing an educationally productive field experience for undergraduate social work majors.

Field placement provides students with an opportunity to learn within an agency setting and to employ the social work knowledge, skills, and values acquired through their on-campus course work. Undergraduate social work education is a professional educational program, and field placement is a key factor in the development of professional skills and identity.

This handbook is for use by both students and Agency Field Instructors. It provides an overview of the field education experience of the Social Work (BSW) Program at Central Michigan University. Our hope is that this manual will be useful in answering questions about the Field Instruction component of the program. The areas in the handbook that deal with program policies are presented to clarify our policies and procedures. The various forms used are included for reference in reporting requested information.

Thank you for your cooperation, participation, and support. The social work faculty welcomes any suggestions or recommendations that you might offer.

Contact Information

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Accreditation Status

Central Michigan University's Bachelor of Social Work Program received initial accreditation from the Council on Social Work Education in February 2004 and, in 2024, was reaffirmed until 2032. The Council on Social Work Education accredits Baccalaureate and Master's Social Work Programs in the United States.

Note: CMU's BSW program remains accredited under the 2015 CSWE Educational Policy and Accreditation Standards (EPAS). The program will transition to EPAS 2022 requirements beginning in the 2026–2027 academic year. Language and policies in this Field Education Manual reflect EPAS 2015 requirements.

Social Work Program Mission Statement

The mission of the Central Michigan University Social Work Program is to prepare students for generalist social work practice. Using a strong liberal arts foundation, the program develops and enhances critical inquiry and ethical practice with an emphasis on building relationships across difference, commitment to integrity and the professional competence of graduates. It provides students with the knowledge base and flexibility to pursue economic, environmental, and social justice with diverse populations and in a global context. It promotes growth and empowerment of individuals, families, groups, organizations, and communities, as well as changes to social structures that oppress. The program responds to changing social contexts and practice modalities, with an emphasis on understanding the impact of rural and other environments on those served.

The Social Work Program prepares responsive and effective generalist social work practitioners to serve in Michigan and beyond, through the development of scholarship related to social work and societal needs, the promotion of service and a commitment to equity for our students and across society. (Updated December 19, 2022)

Social Work Program Goals and Objectives

The Social Work Program at CMU seeks:

1. to prepare students with the foundational knowledge, skills, and values as well as sufficient affective and cognitive processes for capable, effective, and ethical generalist social work professional practice, and who identify as professional social workers and conduct themselves accordingly.
 - Competency 1: Demonstrate Ethical and Professional Behavior
 - Competency 4: Engage In Practice-informed Research and Research-informed Practice
 - Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
 - Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 - Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
2. to prepare students to be social workers who demonstrate the skills, knowledge, the affective as well as cognitive processing ability and values needed to work and advocate with diverse populations.
 - Competency 2: Engage Diversity and Difference in Practice
 - Competency 5: Engage in Policy Practice
 3. to prepare social work students to partner with and facilitate the empowerment of individuals, families, groups, organizations, and communities.
 - Competency 2: Engage Diversity and Difference in Practice
 - Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
 4. to contribute to the advancement of social work as a discipline through scholarship and professional development.
 - Competency 4: Engage in Practice-informed Research and Research-informed Practice
 5. to provide service benefiting human service organizations and communities in Central Michigan University's service region.
 - Competency 1: Demonstrate Ethical and Professional Behavior

Statement of Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the 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. (CSWE, 2015 EPAS)

Field Education Roles

Key Contacts

- **Program Director**
Provides overall leadership for the Social Work Program, including curriculum, faculty, and program policies. May be consulted on matters that extend beyond field education.
- **Field Education Director**
Oversees the Practicum Program, including policy, problem-solving, and coordination of practicum placements with agency partners.
- **Field Faculty Liaison**
Assigned to individual students and agencies to support the learning process. Teaches the professional seminar course and meets each semester with the agency and student. Serves as the first point of contact for problems that require intervention and for changes affecting students.
- **Child Welfare Coordinator**
Main contact for students in the Child Welfare Certificate (CWC) and Title IV-E Fellowship programs. Identifies eligible students, supports advising, and coordinates placements in qualifying child welfare agencies.
- **Principal Investigator (PI) – Title IV-E Fellowship**
Provides academic oversight for the Title IV-E Fellowship grant. Ensures compliance with requirements, approves student eligibility, and collaborates with the Field Director and Child Welfare Coordinator. Coordinates with other CWC social work programs and MDHHS leadership.
- **Program Support Staff**
Assists with connecting to appropriate individuals or securing materials related to the practicum.

Director of Field Education Responsibilities

The Director of Field Education has overall responsibility for the quality and integrity of the field program. Responsibilities include:

Program Oversight & Quality Assurance

- Monitor and evaluate the quality and integrity of the field education program.
- Ensure practicum sites provide appropriate and adequate opportunities for student learning.
- Ensure compliance with university policies and academic requirements related to field education.

Agency Recruitment & Agreements

- Recruit, assess, and select agencies for student placement.
- Assure qualifications of agency practicum sites and Agency Field Instructors.
- Assess credentials of Agency Field Instructors and determine when additional faculty supervision is required (e.g., if an instructor does not hold a BSW/MSW from a CSWE-accredited program).
- Ensure all agency affiliation agreements and placement reports are current before placements begin.

Student Placement & Readiness

- Gather and review student applications to practicum.
- Assure that students requesting placement meet all prerequisites.
- Make student assignments to field sites, including reviewing and approving employment-based placement requests.
- Ensure required student forms are submitted before placement starts.
- Coordinate and implement student orientation to field placement.

Agency Field Instructor Orientation & Support

- Coordinate and implement orientation and training for Agency Field Instructors.
- Provide ongoing communication and support to Agency Field Instructors and Field Liaisons.

Communication & Collaboration

- Address field education–related issues and concerns in coordination with the Social Work Program Director.
- Collaborate with the Child Welfare Certificate (CWC) Coordinator and Title IV-E Principal Investigator (PI) to:
 - Identify students eligible for CWC and Title IV-E placements.
 - Ensure prospective Agency Field Instructors receive information about CWC requirements.
 - Secure Agency Field Instructor Acknowledgement forms for CWC/Title IV-E placements.

Faculty Liaison of Field Education Responsibilities

Communication & Support

- Maintain regular communication with students, Agency Field Instructors, the Field Coordinator, and, when necessary, the Field Director regarding student progress.
- Assist and support Agency Field Instructors of students experiencing difficulties in field.
- Assist in resolving concerns related to student performance, practicum sites, or supervision.

Site Contact

- Conduct one live visit with each placement site in both semesters. Agencies may opt for a virtual conference during the academic year unless circumstances call for an in-person visit.

- For summer block placements, conduct at least one live visit and remain available for additional contact as needed.

Learning & Evaluation

- Assist students in developing learning contracts and Child Welfare Certificate addendums, ensuring they are competency-based.
- Submit final learning contracts and CWC addendums to the Field Director for program assessment and record retention.
- Conduct initial and ongoing reviews of student performance, ensuring evaluation is based on the CSWE competencies.

Agency Selection Criteria and Responsibilities

Criteria for Selecting Field Agencies

The Social Work Program seeks out agencies primarily in the Mid-Michigan region to serve as Field Practicum Sites. Selected Agencies offer the potential for high-quality field experiences that present breadth and depth of social work practice within the generalist practice model. Agencies are expected to support the efforts of the Agency Field Instructors, who provide this important service to the social work profession. Agency support includes sufficient time to supervise students (at least one [1] hour of scheduled time per week) and to attend the field orientation and one training held at Central Michigan University. Prospective agencies are evaluated in terms of their congruence with the goals, objectives, and mission of the Social Work Program and their use of the social work generalist practice model of service delivery, as well as an understanding of the scope of practice for BSW-level students. Agencies are expected to provide clear support of learning experiences for students.

- Students must be permitted to carry responsibility for direct work with clients and/or projects.
- The agency philosophy must be compatible with the educational objectives, values, and ethics of the University and the social work profession.
- The mission and goals of the University must guide site selection.
- The agency must provide suitable accommodation and support services for students.
- The program's scope should be to offer students a responsible range of appropriate experiences, especially practice with oppressed persons, groups, families, and communities.
- A qualified Agency Field Instructor must be available as described in these policies.
- A Field Agency must have a current signed affiliation agreement with the university. The Field Education Director, working with the SW program staff, assures that the document is in place, but feel free to contact the social work office to confirm this is in place. 989-774-2690.

The Social Work Program Office offers an online Field Placement Availability Form, and office staff will contact agencies that need to complete it.

Agency Field Instructor Selection Criteria

Agency Field Instructors serve as the designated agency supervisors of record for students and are an integral part of the practicum experience. The Agency Field Instructor selection process is intended to ensure that each student has an available social work mentor and instructor who will guide the field practicum experience.

- Preferred: Whenever possible, the Agency Field Instructor is a social worker (BSW/MSW from a CSWE-accredited program with at least two years of post-degree professional practice experience [licensure not required]). If the Field Instructor does not meet this qualification, CMU ensures that generalist practice supervision is provided by a qualified social worker (agency-based or CMU faculty).
- Acceptable with Flexibility: In rural or specialized contexts, a Field Instructor without a social work degree who has at least three years of social work or social service experience may provide agency-based oversight. In these cases, a qualified social worker (agency-based or CMU faculty) provides generalist practice supervision to ensure professional standards are met.

The Agency Field Instructor data form must be on file with the Social Work Program for each person who wishes to serve as an Agency Field Instructor. This form typically needs to be updated annually, and the office staff will notify Agency Field Instructors when they are required to complete it.

When new placements are made, Agency Field Instructors will also need to complete a Report on Placement Agency. Access to this is provided in the notification email of a potential student placement.

For further information, contact the Director of Field Education at the Social Work Program.

Agency Field Instructor Responsibilities

Student Supervision & Training

- Provide primary oversight of the student's professional training in generalist social work practice.
- Conduct weekly supervisory conferences and remain available for consultation during agency hours.
- Orient the student to the agency's mission, policies, procedures, and services.
- Supervise student work with agency clientele, ensuring assignments are appropriate to the student's level of learning.

- Serve as a professional role model, demonstrating ethical practice consistent with the NASW Code of Ethics.
- Ensure the student's assignments and environment promote safety, professionalism, and respect for client confidentiality.

Evaluation & Feedback

- Collaborate with the student(s) to develop the learning contract and use it throughout the semester to guide learning.
- Provide ongoing feedback on student progress, both informally through supervision and formally through evaluation tools.
- Complete mid-semester and final evaluations, making the final determination of whether competencies have been achieved.
- Recommend credit/no credit to the Field Education Director (final grades assigned by the Director).

Communication & Collaboration

- Attend Agency Field Instructor orientation and training sessions.
- Consult with the Field Education Director on appropriate assignments and learning opportunities.
- Communicate promptly with the Field Faculty Liaison regarding any concerns about student performance.
- Collaborate with faculty and program staff to support student learning and the agency–university partnership.

Administrative Responsibilities

- Submit required forms and reports by published deadlines.
- Ensure an Agency Field Instructor Data Form is on file with the program and notify the program if qualifications change.
- **Inform the program immediately if the assigned Agency Field Instructor changes.**
- Assist program staff in confirming that a signed affiliation agreement is in place before a student begins field.
- For child welfare certificate placements, provide the signed Agency Field Instructor Acknowledgement form to the program.

Student Field Education Admissions and Responsibilities

Field Education Admissions Criteria and Process

Requirements:

The field instruction part of the curriculum consists of four courses: SWK 470 Field Practicum I (4cr); SWK 471 Field Practicum Seminar I (2cr), SWK 480, Field Practicum

II (4cr), and SWK 481 Field Practicum Seminar II (2cr). A student is eligible for admission to the field placement sequence after being formally admitted into the Social Work Program and after completing the following courses (*all but SWK 100 with a B- or better*):

- SWK 100-Introduction to Social Work (*C or better*)
- SWK 205-Pre-Professional Seminar
- SWK 250-Social Welfare Policies and Services I
- SWK 315-Social Work Generalist Practice I:
- SWK 321-Social Work Generalist Practice II
- SWK 350-Research Methods
- SWK 374- Social Work and Human Behavior I
- SWK 375-Social Work and Human Behavior II
- SWK 450WI Social Welfare Policies and Services II

*For those students entering the summer field, SWK 450WI must be taken in the spring semester just before entering field education. Students entering field education during the academic year are required to take this course concurrently with SWK 480.

Students are responsible for ensuring that all graduation requirements are met and should check their course requirements on their [Degree Progress](#). Using academic advising and other services available on campus is strongly recommended.

Entering field:

All students wishing to enter field education must attend a field information meeting held in the fall semester before the year they expect to enter field education. Students will also complete and submit a practicum application and other forms in their cohort's CMU Social Work Blackboard shell. To prepare for matching students and prospective field placement sites, field faculty meet with each student individually to identify potential interest areas and any special needs. Students who fail to attend orientation or interview may be excluded from field education for the upcoming cycle. In the event of exceptional difficulty in attending the meeting, a student is expected to contact the Field Education Director in advance to discuss the situation and arrange for a meeting time.

The field education faculty reviews all applications for field placement and determines each student's eligibility for practicum. Individual needs, strengths, and interests, as well as the educational resources and opportunities of each agency or program, are considered for eligible students. Other faculty may be consulted for additional information regarding student learning needs, skill level, and potential. Using available information, initial matches are made.

Securing the field site-student match:

For each match, a letter is sent to the student via email. A letter and the student's resume are sent to the agency by email. The student is responsible for initiating a timely contact to arrange an interview with the field placement site. The Agency Field

Instructor interviews the student to discuss the placement, mutual expectations, available learning opportunities, and whether the match suits them. The field instructor and student complete all necessary paperwork. An alternative match is sought if an initial match is not acceptable to either the student or the Agency Field Instructor. Except in rare cases, a student must attend an interview with the matched agency before a reassignment will be considered. However, occasionally, due to emergent circumstances or program needs, a match already approved may be changed prior to the start of the first field semester.

Student Responsibilities: Pre-Practicum and Practicum

Pre-Practicum

- Access and complete all required steps in the designated field education system (e.g., forms, résumé, and other pre-placement tasks) by published deadlines.
- Participate in the required Field Preparation Meeting (typically held the fall semester following admission).
- Sign up for and complete an interview with the Director of Field Education within the scheduled timeframe.
- Contact and schedule an interview with the assigned Agency Field Instructor.
- Return the signed field placement agreement within one week of the agency interview.
- Maintain ongoing communication with the Agency Field Instructor once placement is confirmed, including confirming start dates, schedules, and any agency onboarding requirements.
- Complete all agency-specific requirements (e.g., applications, background checks, health clearances, drug screenings, central registry checks) before beginning placement.
- Review and understand the requirements and expectations set out in this Field Education Manual and in the designated field education system.

Practicum

- Prioritize practicum in scheduling and commitment throughout the entire experience.
- Adhere to the procedures, policies, and requirements of both the Social Work Program and the practicum agency.
- Complete all assignments and expectations associated with the practicum and the integrative seminar.
- Actively participate in developing and carrying out the individualized learning contract, with attention to the CSWE competencies.
- Attend scheduled field seminars and participate in generalist social work practice supervision with program faculty, as appropriate.
- Participate in regular supervision with the Agency Field Instructor, come prepared with an agenda for supervision, and integrate feedback into practice.
- Seek and accept feedback from Agency Field Instructors, the Field Director, Faculty Liaison, and other program faculty.

- Contact the Faculty Liaison promptly with any concerns related to placement or supervision.
- Develop and maintain professional relationships with clients, peers, colleagues, agency staff, and faculty.
- Practice in accordance with the NASW Code of Ethics, agency policies, and professional standards of conduct.
- Maintain concurrent enrollment in required university courses and meet all academic requirements of the Social Work Program.
- Integrate classroom and field learning by applying theories, policies, and research to practice.
- Participate in activities that promote the development of skills necessary for generalist social work practice.

Philosophy of Field Education

Field education is the signature pedagogy of social work education. Within our BSW program, we view field not as a final professional credentialing experience, but as a developmental, mentored learning opportunity.

Developmental Perspective:

- Undergraduate students are still forming their professional identity.
- Field placements are designed to scaffold learning, allowing students to grow in competence, confidence, and ethical practice.
- Students will not yet perform at an MSW or licensed practitioner level; our goal is to support their transition into beginning generalist practice.

Rural and Regional Context:

- Our program operates within a largely rural region, where the availability of MSW- or BSW-degreed field instructors is limited.
- We embrace a flexibility-with-integrity approach to placements: preferring supervision by qualified social workers whenever possible, while providing generalist practice supervision by CMU faculty when Field Instructors in rural or specialized contexts do not have an agency-based qualified social worker.

Student Success and Gatekeeping:

- Field education balances high expectations with supportive mentorship.
- Gatekeeping is exercised with attention to the developmental level of undergraduate students and the educational mission of the program.
- Decisions about field progression are guided by documented policies, clear communication, and program-wide accountability.

Program Values Alignment:

- Equity and Access – ensuring opportunities across diverse backgrounds and geographies.
- Student Development – recognizing the learning journey of undergraduates.
- Community Engagement – honoring the strengths of rural and regional partners.

- Professional Standards – maintaining ethical and competency-based benchmarks appropriate for BSW-level practice.

Implementation of Field Education Philosophy

Placement Criteria

- Preferred: Whenever possible, students are placed with a BSW/MSW from a CSWE-accredited program with at least two years of post-degree professional practice experience (licensure not required).
- Acceptable with Flexibility: In rural or specialized contexts, a Field Instructor without a social work degree who has at least three years of social work or social service experience may provide agency-based oversight. In these cases, a qualified social worker (agency-based or CMU faculty) provides generalist practice supervision to ensure professional standards are met.
- Not Acceptable: Placements that do not provide opportunities for generalist social work practice tasks (assessment, intervention, advocacy, systems work).

Supervision Requirements

- Agency Supervision: Students must receive regular and ongoing supervision with their Field Instructor, who serves as the designated agency supervisor.
- Generalist practice supervision: To ensure professional oversight, a qualified social worker (BSW or MSW with at least two years of post-degree practice experience, licensure not required) must provide a minimum of one hour per week of generalist practice supervision.
- Flexibility in Rural Contexts: When the FI is not a qualified social worker, CMU faculty will provide generalist practice supervision to maintain the social work perspective.

Student Support and Gatekeeping:

- BSW students are evaluated on growth, not mastery.
- Concerns trigger a structured process: documentation, meeting, remediation plan, and program-level review (as described in the BSW Student Handbook).
- Shared accountability ensures that no single person makes dismissal decisions.

Role of Program Faculty:

- Field Director: Oversees placement process and provides training for instructors.
- Faculty Liaisons/Seminar Instructors: Serve as mentors and bridges between classroom and field.
- Program Director: Ensures field operations align with program values and accreditation.

Rural Community Engagement:

- Capacity-Building: Provide training to community-based supervisors.
- Partnerships: Develop long-term placement agreements.

- Flexibility with Integrity: Adjust expectations to rural context while maintaining outcomes.

Evaluation and Continuous Improvement:

- Annual review of placement outcomes, student evaluations, and faculty liaison/seminar instructor reports.
- Regular program recalibration based on CSWE standards and community needs.
- Integration of lessons into the Field Manual to keep philosophy and practice aligned.

Overview of Field Education

Undergraduate Field Instruction Preparation for Generalist Social Work Practice

Undergraduate field instruction is the final and most complex element of CMU's generalist social work curriculum. CSWE places great emphasis on Field Education and considers it the signature pedagogy, the place in the BSW curriculum to perfect and demonstrate the integration of classroom knowledge, including skills and values, with professional practice. This is accomplished in a guided, professionally supervised educational experience within an agency setting. The intent is to deliver an educationally oriented experience in which the student can develop competency in generalist social work skills. Students will experience and become equipped to handle increasingly more challenging practice situations. By the end of the field placement, social work interns will be ready to assume the responsibilities of a beginning-level generalist practice social worker.

While undergraduate field instruction is individualized for each student, there are five common areas of expectations for students in the field setting. These include student participation in the following areas:

1. Direct Practice Experience: Students need the opportunity to practice all the skills used in generalist social work practice. This includes direct client system contact and communication. Observation of the work of others is appropriate for the first weeks of placement and for new activities introduced throughout the placement. However, the majority of the student field practicum experience needs to be direct practice activities with clients and client systems and should include relevant policy. Clients may be individuals, groups, families, organizations, and/or communities.
2. Preparation for Social Work Generalist Practice: Undergraduate social work education is of a generalist practice nature as articulated in CMU Social Work Program Statement of Generalist Practice. This includes actions of social workers that: 1) empower client systems; 2) use the generalist intervention model; 3) align with social work values and ethics; 4) are sensitive to the uniqueness of diverse groups and cultures; 5) promote positive relationships and effective communication; and 6) are consistent with BSW broad-based

professional competencies. Students should not be engaged in master's level advanced practice activities, such as psychotherapy and non-crisis counseling.

3. Diversity and Cultural Sensitivity: Generalist practice includes social work knowledge, skills, and values that respect and work within the unique characteristics, needs, and resources of all people, including diverse, at-risk, and/or historically oppressed groups, e.g., people of color, women, children, elderly people, immigrants, rural people, people with disabilities, people with diverse religious affiliations, ethnic backgrounds, and sexual orientation or gender identity, and people who are economically disadvantaged. Generalist practitioners recognize and use professional competencies to combat oppression and discrimination. At the same time, generalist practitioners recognize that individuals are unique and that there are great differences within any population.
4. Relationship Development and Communication: Generalist social work practice includes a strong emphasis on the development of positive relationships with client systems, colleagues, community resource providers, and policymakers. Generalist practitioners communicate effectively with a wide range of people to help client systems move toward the attainment of client system-generated goals and objectives. Effective communication includes listening skills, empathic responses, verbal and non-verbal communication awareness, collaboration, and respect.
5. Professional Competencies: The generalist practitioner is not a specialist. Specialized training is available to the generalist practitioner through an advanced educational experience or additional in-service training once in practice. The generalist social worker is prepared to provide competent, broad, and non-specialized services to clients. That level of service is particularly helpful to BSW-level practitioners who, like those trained at Central Michigan University, work in rural and geographically isolated settings and see a large variety of clients. Further, the generalist practitioner understands that immediate provision of services in crisis situations may not permit continued work requiring specialized services. Finally, the generalist practitioner understands that specialized service is a function of advanced training and is prepared to pursue educational opportunities to permit more training as needed. The generalist social worker recognizes the importance of and is committed to lifelong learning.

Student Learning Outcomes: SWK 470 (First Semester/Session of Field Education)

The general purpose of the field practicum is to prepare the student for professional practice at the generalist entry level, through observation and analysis of a variety of learning experiences in a social work agency or human service organization setting. These competencies and learning experiences are guided by the competencies set forth by the Council on Social Work Education (CSWE). Each student's individual activities and opportunities are negotiated and presented in detail in the learning contract. These will vary with the agency/program setting

and needs. However, in combination, the field seminar and practicum have the following student learning outcomes, which are related to the standards set for by CSWE:

1. Demonstrate professional social work behaviors including appropriate appearance, written and oral communications, and effective use of supervision and has ability to discuss the importance of continuing professional education and lifelong learning on professionalism.
2. Use technology ethically and appropriately to facilitate practice outcomes.
3. Use supervision and consultation to guide professional judgment and behavior.
4. Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.
5. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
6. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
7. Engage in practices that advance social, economic, and environmental justice.
8. Engage in critical analysis of quantitative and qualitative research methods and research findings to inform and improve practice, policy, and service delivery.
9. Identify and assess social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.
10. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
11. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.
12. Collect, organize, and critically analyze and interpret information from clients and constituencies.
13. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
14. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
15. Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.
16. Critically analyze, monitor, apply and evaluate intervention and program processes and outcomes to improve practice effectiveness at the micro and macro levels.

Student Learning Outcomes SWK 471 (Seminar)

1. Use professional roles and boundaries.
2. Demonstrate professional demeanor in behavior.
3. Use supervision and consultation.
4. Practice personal reflection and self-correction to assure continual professional development.
5. Demonstrate effective use of peer consultation for professional practice.
6. Apply strategies of ethical reasoning to arrive at principled decisions.

7. Describe themselves as learners and engage those with whom they work as informants.
8. Discuss the forms and mechanisms of oppression and discrimination. Practice personal reflection and self-correction to assure continual professional development.
9. Identify and resolve differences between personal values and professional values to assure adherence to the NASW Code of Ethics in practice.
10. Identify informal and formal resource systems within a specific rural area.
11. Describe specific challenges of the rural context to the agency's social service delivery system.
12. Identify methods of handling dual relationships and if they occur, resolve them.
13. Identify and help resolve client needs that are specific to rural settings (e.g., transportation). Use professional roles and boundaries.

Student Learning Outcomes SWK 480 (Second Semester/Session of Field Education)

The general purpose of the field practicum is to prepare the student for professional practice at the generalist entry level, through observation and analysis of a variety of learning experiences in a social work agency or human service organization setting. The seminar provides a forum for integration of prerequisite theoretical and applied course work with practice experience.

As this course is a continuation of SWK 470, many outcomes are also continued from SWK 470. However, individualized activities and opportunities as well as seminar activities and assignments will reflect the increased complexity of application expected in the second semester of field practicum. Each student's individual activities and opportunities are negotiated at the beginning of the semester by the student and Agency Field Instructor. These are presented in detail in the learning contract and form the basis for the evaluation of field placement. Individual activities and experiences will vary with the agency/program setting and needs. The following learning outcomes are congruent with CSWE designated competencies and practice behaviors and for the concurrent seminar.

1. Demonstrate professional social work behaviors including appropriate appearance, written and oral communications, and effective use of supervision and has ability to discuss the importance of continuing professional education and lifelong learning on professionalism.
2. Use technology ethically and appropriately to facilitate practice outcomes.
3. Use supervision and consultation to guide professional judgment and behavior.
4. Apply and discuss an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.
5. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
6. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. Demonstrate professional social work behaviors including appropriate appearance, written and oral communications,

and effective use of supervision and has ability to discuss the importance of continuing professional education and lifelong learning on professionalism.

7. Engage in practices that advance social, economic, and environmental justice.
8. Engage in critical analysis of quantitative and qualitative research methods and research findings to inform and improve practice, policy, and service delivery.
9. Identify and assess social policy at the local, state, and federal level that impacts the well-being, service delivery, and access to social services.
10. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
11. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.
12. Collect, organize, and critically analyze and interpret information from clients and constituencies.
13. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
14. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
15. Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.
16. Critically analyze, monitor, apply and evaluate intervention and program processes and outcomes to improve practice effectiveness at the micro and macro levels. Apply social work ethical principles, listed in the National Association of Social Workers' Code of Ethics and manage personal values when working with client systems.

Student Learning Outcomes: SWK 481 (Seminar)

1. Practice personal reflection, self-correction and self-care strategies to assure continual professional development.
2. Analyze ethical problems and dilemmas using the NASW Code of Ethics standards.
3. Identify and resolve differences between personal values and professional values to assure adherence to the NASW Code of Ethics in practice.
4. Distinguish, appraise, integrate multiple sources of knowledge, including research-based knowledge, & practice wisdom.
5. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
6. Use digital technology and communication strategies in professionally ethical ways. Practice personal reflection and self-correction to assure continual professional development.
7. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
8. Recognize and communicate understanding of the importance of difference, trauma, and oppression in shaping life experiences.
9. Apply practices that advance social, economic and environmental justice.
10. Demonstrate use of practice experience to inform scientific inquiry.
11. Apply research evidence and skills to practice.

12. Facilitate transitions and endings, e.g. of services with clients.
13. Demonstrate effective use of peer consultation for professional practice.

Description of Student Field Experiences, Schedules, and the Child Welfare Certificate

2025-2026 Practicum Sites

Adoption Option, Inc.
All of the Above Hip Hop Academy
Anishnaabeg Child and Family Services
Central Michigan District Health Department
Clare County MDHHS
CMU Cares/Student Affairs
CMU Child Development and Learning Laboratory
CMU Sexual Aggression Services/Counseling Center
Community Mental Health for Central Michigan
Genesee County MDHHS
Gladwin County MDHHS
Great Lakes Bay Pride
Isabella County Child Advocacy Center
Isabella County MDHHS
Listening Ear Crisis Center
Mecosta/Osceola MDHHS
Michigan Works Region 7B Consortium/Re-Entry Success
Midland County Department of Health and Human Services
Montcalm Care Network-Mobile Crisis Department
Mt. Pleasant Housing Commission
NASW-Michigan
Renaissance Public School Academy
The Laurels of Mount Pleasant

SWK 471 and 481 Seminars

Students enrolled in social work practicum must also participate in the field seminar, a weekly in-class instruction provided by social work faculty. Requirements of the seminar are provided in the course outlines for SWK471 and SWK481.

The seminars are intended to assist the student in the overall learning experience of social work practice. This supports integration of prior course work, e.g., theories, ethics, and strength-based assessment, with the practice experiences of the field practicum setting. The seminar also provides the opportunity for the instructor to assist students in completing necessary requirements of the placement, including development of learning goals and objectives. In addition to the academic requirements, the seminar provides a setting for students to engage in peer-to-peer learning regarding the connection between their course work and the field experience.

Field Practicum Schedule

At Central Michigan University, the majority of students participate in a traditional two-semester academic year field placement, which is a senior-year learning experience. Field placements require about 14 hours of field learning activities per week in the practicum setting during the academic year field experience. The assigned Agency Field Instructor supervises these. The student shall accumulate a minimum of 200 hours for each of two consecutive semesters, a total of at least 400 hours in the field experience.

Students are expected to remain in the field practicum through the entire semester even when that will result in more than 200 hours during the semester. In general, students are expected to be in field two days per week. In some cases, by mutual agreement of the agency, student and if needed, field faculty, a student may be in field one full day, then split the remaining time across multiple days. If a student participates in activities at the field agency other than during the actual semester in which she is enrolled for field, the student is participating strictly as a volunteer. No hours can be accumulated for field education if the student is working in the capacity of a volunteer for the agency. Hours may not be accrued toward the next semester of field education in advance of that semester.

Consistent with CSWE accreditation standards, students who are placed with a Field Instructor without the required social work credentials are required to participate in regular generalist practice supervision with CMU social work faculty. This is in addition to the supervision they receive at their agency with the purpose of reinforcing the social work perspective. The Field Education Director will notify students of their assigned faculty for this generalist social work practice supervision.

Pre-Placement Process (Before Field Begins)

What	When	How	Who
Practicum Placement Orientation	Fall semester before field begins	On-campus, in-person meeting(s)	All students preparing for the next field cohort and the Field Education Director
Practicum Application	Fall semester before field begins	Assignment posted in Blackboard	Student
Pre-Placement Forms and Updated Resume	Fall semester before field begins	Assignment posted in Blackboard	Student
Pre-Placement Interview	Fall semester before field begins	In-person or Virtual Meeting	Student and Field Education Coordinator
Agency Interest Survey	Fall semester before field begins	Online survey distributed via email	The social work program distributes surveys to potential placement agencies about BSW placements for the upcoming summer and academic year.
Placement Notification	Spring semester before field begins	Notice distributed via email	Social work program emails student and Field Agency Instructor
Schedule Placement Interview	Spring semester before field begins	Phone or email	Within 2 weeks of receiving notice, the student contacts the agency to schedule an interview
Placement Interview	Spring semester before the student begins	At the agency (in-person or virtual meeting)	Student and potential Agency Field Instructor
Report on Placement Form	Spring semester before the student begins	Via email	The Agency Field Instructor completes the form and returns it to the social work office. The student should assist with this process when needed.
Ongoing Contact with the Agency	Spring semester through placement begin date	Phone or email	Once placement is approved, students must contact their Agency Field Instructor regularly to discuss the start date, schedule, and any tasks that must be completed in advance.
Affiliation Agreements and Agency Forms	Spring semester through placement begin date	Email	Social work staff contact agencies to set up or update affiliation agreements and agency/ Agency Field Instructor data forms.
Agency Field Instructor Kick-Off and Training	Near the beginning of the fall semester (typically the first week in August)	On-campus, in-person meeting	Agency Field Instructors and Field Education Director with other social work faculty as needed.

Field Schedule 2025-2026 Academic Year

Semester One (Fall)	Due Date	Where	Who
Mandatory Field Education Meeting	September 3, 2025 convocation ceremony that begins at 5:30 pm	On campus – CMU Park Library Auditorium	Student attendance required
Learning Contract Be sure it is signed!	4th Friday of the Semester September 19, 2025	To Field Seminar Instructor	Student responsible for signatures and delivering
Field Site Visit	During Semester	Virtual Meeting with Student, Agency Field Instructor, and Field Coordinator	Student coordinates scheduling with input from Field Director
Mid-Year Assessment	End of Semester December 5, 2025	Online SWEAP Instrument	Agency Field Instructor completes and reviews it with the student before submitting
Semester Ends & Practicum Concludes	December 13, 2025	No fieldwork after this date	
Semester Two (Spring)	Due Date	Where	Who
Learning Contract Be sure it is signed!	4th Week of Semester February 6, 2026	To Field Seminar Instructor	Student Responsible for signatures and delivering
Field Site Visit	During Semester	Virtual Meeting with Student, Agency Field Instructor and Field Liaison	Student coordinates scheduling with input from Field Director
Spring break begins	Saturday, March 7, 2026		
Classes resume	Monday, March 15, 2026		
Agency Field Instructor Appreciation Event	TBD	Bovee UC Rotunda	Student attendance required
Year-End Assessment	End of Semester May 1, 2026	Online SWEAP Instrument	Agency Field Instructor completes and reviews it with the student before submitting
Year-End Evaluations	End of Semester May 1, 2026	Online Qualtrics Instruments	Students and Agency Field Instructors Complete separate practicum evaluations
Semester Ends & Practicum Concludes	May 9, 2026	No fieldwork after this date (unless pre-arranged with faculty)	

Block Placement (Summer Field)

Completion of Hours

The block consists of two summer sessions, each six weeks long. In the field placement, 200 hours of instructional time are required in each session (400 hours total). Students are expected to be at the placement four or five days per week to ensure the immersion experience needed for learning during the block placement.

Like the regular academic year, each session will include a weekly schedule of in-class instruction (SWK 471 & 481). Due to the compressed timeframe of the summer field experience, students may be expected to attend multiple seminars per week.

SWK 421WI Social Work Practice III

The third practice course is taken concurrently with field education. Times for this class will be arranged across the twelve weeks of summer field education.

SWK 450WI Social Welfare Policy II

Taken immediately before the summer in which the student enters the summer block placement.

Workload Expectations

The summer block for field education is intensive. Students seeking to complete field education in the summer are expected to be able to focus on their learning during this critical experience. An estimate of the contact time required for field practicum, the field seminar, and SWK 421WI is about 45-50 hours per week all summer. Additional time is needed to complete the course requirements for the seminar and SWK 421WI. Thus, students expecting to take additional courses or work full-time are unlikely to be allowed to complete field education in the summer block.

Students needing to work more than a few hours weekly will rarely be eligible for summer field. If they have questions, students should consult their advisor or the field director about the appropriate workload during the summer block field practicum experience.

Additionally, the field experience is typically a daytime activity because of the activities needed for learning and due to the availability of Agency Field Instructors. Other obligations must allow the student to be in the field practicum during the hours deemed most appropriate by the Agency Field Instructor.

Field Schedule Summer 2026 (Block Placement)

Session One	Due Date	Where	Who
Summer Session I Begins	Monday, May 18, 2026		
Learning Contract Be sure it is signed!	4th Friday of Summer I June 12, 2026	To Field Seminar Instructor	Student responsible for signatures and submission
Field Site Visit	During Session	In-Person or virtual Meetings with Student, Agency Field Instructor, and Field Coordinator	Student coordinates scheduling with input from Field Director
Mid-Year Assessment	End of Session I June 25, 2026	Online SWEAP Instrument	Agency Field Instructor completes and reviews it with the student before submitting
Semester Two (Spring)	Due Date	Where	Who
Summer Session II Begins	Monday, June 29, 2026		
Learning Contract	4th Friday of Summer II July 24, 2026	To Field Education Director	Student Responsible for signatures and submission
Summer Field Celebration (In-Person)	TBD	TBD (local restaurant)	Student attendance required
Year-End Assessment	End of Session II August 6, 2026	Online SWEAP Instrument	Agency Field Instructor completes and reviews it with the student before submitting
Year-End Evaluations	End of Session II August 6, 2026	Online Qualtrics Instrument(s)	Students and Agency Field Instructors Complete separate practicum evaluations
Summer Sessions End & Practicum Concludes	August 6, 2026	No fieldwork after this date (unless pre-arranged with faculty)	

Child Welfare Certificate

Social work majors can earn a child welfare certificate (CWC) endorsed and regulated by the Michigan Department of Health and Human Services (MDHHS), the agency charged with protecting Michigan's children and strengthening their families. MDHHS and private agencies across Michigan give hiring preferences for CWC graduates. In most cases, graduates with the CWC will be able to waive a portion of the State of Michigan's required new worker training.

Most social workers must understand child welfare systems and issues, regardless of their practice area. Therefore, students who do not pursue the child welfare certificate will still benefit from taking child welfare courses and training. Such benefits include:

- Being better prepared to advocate for your clients.
- A comprehensive understanding of the child welfare and legal systems empowers you to navigate these complex systems confidently.
- Learning about trauma, attachment, abuse/neglect, child development, parenting styles, testifying in court, and engaging with clients in the child welfare system.

If interested in learning more about the child welfare certificate, students should attend one of the CWC meetings held near the beginning of each semester. You may also contact our office for more information or speak to your social work advisor about the CWC option.



Child Welfare Certificate Requirements

Social Work Program, Anspach 034, Mount Pleasant, MI 48859
E-mail: swk@cmich.edu | Phone: 989-774-2690 | Text: 989-209-7847

Bachelor of Social Work Degree Requirements

To obtain the Child Welfare Certificate, students must complete the requirements for a BSW degree.

Requirements for the Child Welfare Certificate

Admission Requirements

Application - Students need to fill out an online application for the Child Welfare Certificate, preferably when they apply to the Social Work Program. The earlier an application is received and processed, the higher the likelihood that courses and trainings can be integrated in a student's schedule with little impact to their course load.

Interview - Students may be asked to complete an interview with CWC/Title IV-E faculty to assess their appropriateness for the program.

Retention and Termination Standards

Students are required to take training, courses, and related pre/co-requisites as revised to meet the certificate requirements.

Students must meet with a CWC advisor once per semester while pursuing the certificate.

Students must be placed in a child welfare agency for their internship placement.

Additional Courses Required

SWK 305 – Overview of Child Welfare

Training Required

Trainings will be provided by organizations with expertise, online modules, readings with applications, etc. and will be provided at no cost to the student. If a student feels that a particular course they

have taken fulfills these requirements, they will need approval for substitution from their CWC advisor.

Substance Use Disorders
Domestic Violence/Interpersonal Violence
Sexual Abuse and Normative Sexual Development
Crisis Intervention
Suicide Prevention
Case Management and Assessment
Self-Care

Other Requirements for Child Welfare Certificate

Completion of the Intercultural Development Inventory (this occurs during BSW students' junior or senior year as a part of the Social Work program)

Recommended Courses for Child Welfare Certificate Students

These courses are not required for a BSW or CWC but are recommended if students have elective credits or are part of a minor the student is pursuing. As courses are developed that meet criteria for child welfare knowledge/skills we will update this list.

HDF 110 - Oppression: Roots and Impact on Human Development in the United States

HDF 212 - Families in Cultural Perspective

PSY 350 - Clinical Interviewing and Counseling

Please review the educational requirements of a BSW provided at

<https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/departments/politics-society-justice-public-service/social-work/student-resources>

Or by meeting with an Academic or Social Work advisor

Core Competencies and Practice Behaviors: The Student Learning Contract

Field Practicum Core Competencies and Practice Behaviors (Learning Contract)

The Learning contract is designed to be an evolving document, to provide guidance and structure to the student's learning experience. It is developed around the core generalist practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards by the Council on Social Work Education (CSWE). The core competencies and measurable behaviors identified and designated by CSWE were developed from knowledge, values, and skills that are consistent with Accredited BSW Program Objectives. The goal of the outcome approach is for the student to demonstrate the integration and application of the competencies in their practice. The 10 core competencies (9 designated by CSWE and 1 developed to address the rural context of our program) as well as operational behaviors are listed in the Learning Contract for the Student. An important element of this process is the active participation of the student and the Agency Field Instructor in assessing individualized student needs, and in identifying and developing activities and opportunities available at the field agency to allow the student's learning to occur.

The student and the Agency Field Instructor must sign the learning contract. These signatures indicate agreement on the specific terms of the placement and are the basis for each semester's evaluation. The learning contract is due to the Field Education Director by 5:00 Friday of the fourth week of the semester. See pages following this section for learning contract guidelines.

Evaluation of student performance is conducted each semester using the learning contract as a basis. This evaluation is collaborative, allowing the student to conduct a self-assessment narrative of activities completed that demonstrate achievements toward attainment of practice behaviors and then providing Agency Field Instructor feedback to the student.

To move toward increased demonstration of evidence-based social work education and practice, the program uses an instrument designed by the Social Work Education Assessment Project (SWEAP) for assessing students' attainment toward competencies. Further information about SWEAP can be found in the evaluation section below. This assessment instrument will be used at the midterm (end of first semester) and a final evaluation at the end of the field experience. These are due on the final Friday of the academic semester. The dates are on the schedule distributed each year.

Development of the Learning Contract

An outline of the required Core Competencies and behaviors is included in the section that follows. Using these as a base, the learning contract is developed by each student

and Agency Field Instructor. Students and Agency Field Instructors will develop unique learning activities to assist the student in achieving competence in all practice behaviors. In a few situations, a specific practice behavior may be unattainable within the first semester. In such cases, the student and/or Agency Field Instructor should note this in the learning contract, and the Field Faculty Liaison will address this during the first agency visit.

For each core competency, a set of practice behaviors is identified that will demonstrate achievement of the competency. Together, the student and Agency Field Instructor develop activities and opportunities for the practice behaviors. Some activities may address several practice behaviors; however, it is important to be mindful of students' current level.

The learning contract guidelines provide the student and Agency Field Instructor with the means to structure the learning experience consistently. They also provide the field liaison with important information for assisting the Agency Field Instructor and student during the field experience. Lastly, this document is the basis for the semester-end evaluation.

The student and Agency Field Instructor are expected to work together to develop the learning contract. This process begins during the first week of the semester for fall and can begin for spring during the final evaluation of the fall semester. Field seminars meet weekly each semester to assist the students as needed. In addition, the Field Education Coordinator and Director are available to assist as needed.

Core Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers:

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

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

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers:

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

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

Social workers:

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

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

Social workers:

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

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

Social workers:

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

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

Social workers:

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

Writing the Learning Contract

Objectives of Student Learning Contract

- I. To assist the student in demonstrating the ability to construct a plan that states learning goals in specific student performance and skill in the social work practice behaviors. There should be measurable outcomes for student learning.
- II. To ensure student learning contract activities meet student and agency needs.
- III. To provide adequate opportunity for student social workers to develop needed generalist practitioner skills.

Ten core competencies are identified. For each competency, specific behaviors are identified. The learning contract consists of:

1. Stating activities for each behavior listed for designated competencies. The behaviors actually state what the student should learn. *These should be tailored to the activities and learning environment of the agency/program and student needs.* Activities developed for the first semester will often be continued into the second semester of the field, with new or additional tasks during the second semester. In general, the expectation is that the complexity of skill and the sequence of activities and tasks to be completed will increase in the second semester. For example, a student might identify the practice behavior of advocacy relevant to a client or the program's goals with an activity such as "observe a staff member conducting advocacy with a client system" during the first semester. In the second semester, the activity might remain the same, but the activity would be related to the student conducting advocacy.

Student activities must be measurable to be useful and appropriate for evaluation. The SMART guideline may be used to develop student activities, experiences, and opportunities:

- Specific
 - Measurable
 - Achievable
 - Reliable
 - Timeframe
2. Specify a **sequence of tasks or activities** by which the student will experience the learning.
 3. Identify the means by which the evaluation will occur. This step is important to assure that the intended outcome is assessed. It is expected that for some but not all objectives, the student will do a self-assessment at the beginning of the semester (pre-test) and will do a second self-assessment (post-test) at the end of the semester. The evaluation should avoid simple self-report, although it is important for students to be self-reflective. Evaluation should be both (a) whether the student completed expected tasks, and (b) more importantly, whether the student achieved learning as stated in the student activities. If the learning to be accomplished or pursued is not clear, then the activities should be rewritten.

The Field Faculty Liaison will provide you with the learning contract as part of your seminar.

The Learning Contract will be submitted to the students' SWK 471/481 Field Liaison by the fourth week of the semester.

Evaluation of Student and Field Experience

Evaluation of Student Practicum Performance

Purposes of Evaluation

Evaluation of student performance in the field experience is integrated with the student learning contract. It also serves, in aggregated form, as part of the program's evaluation. This integration for individual students serves several purposes. First, it provides students with an immediate context for understanding the importance of an evidence-based approach to social work practice. Second, it gives students the opportunity to learn skills needed for conducting accountable professional practice and programs. Third, it provides mechanisms for all individuals involved in the field experience to provide feedback to others. This feedback, in turn, is essential to student professional development, improvement of the Social Work Program as a whole and specifically the field component of the program, and improvement of the field placement itself. Finally, the design of the learning contract and evaluation of the student serves as a model for the client-social worker planning and outcome evaluation process, providing both an objective mechanism for evaluating students and a skill-building exercise related to client services for the student.

Field Liaison Reports

The faculty members who serve as field liaisons maintain a written log of their contacts and site visits with students and Agency Field Instructors throughout the semester. The log includes date, contact person, type of contact, and any relevant information. These records are completed electronically and kept in the Field Office at Central Michigan University. Individual records for students are placed in the student field file, which is kept in the field office.

Evaluation of Student Performance: Tools

Evaluation of student placement performance and competency attainment is an ongoing, goal-directed process within social work education and supervision. Thus, the informal evaluation process begins with discussion and negotiation of the student's individual learning activities for the learning contract. It also includes the mid-year evaluation of progress toward competencies and practice behaviors. Mid-year evaluation is conducted using SWEAP. In addition, the Agency Field Instructor meets weekly with the student to review the learning contract/activities, monitors progress in addressing and meeting competencies through assigned activities and may review the weekly journals completed by each student.

The CMU social work program now uses the SWEAP assessment instrument for both mid-year (semester 1) and final (semester 2) evaluation (Appendix E). These are the formal assessment and evaluation of the student's competency, determining their overall competency determining whether they receive credit for the field practicum

(SWK470 and SWK480). Evaluation of the student's movement toward competent practice based on the learning contract should be ongoing and occur in the regular/weekly meetings between agency supervisor and student intern. This is reflected in the student journals and evaluated by the field liaison.

Due Friday of 15th week of each semester:

1. Mid-Year Evaluation (student and Agency Field Instructor complete, due at the end of first semester)
2. Year End Evaluation (student and Agency Field Instructor complete, due at the end of second semester)

Evaluation includes sharing the above data with students and the Central Michigan Social Work Program. Additionally, the Field Faculty Liaison will make at least one agency site visit over the two semesters and may have up to two visits across the field experience. Determination of the timing of the field visits is contingent upon the needs of individual students and Agency Field Instructors. During the site visits, the field liaison may engage in such activities as reviewing the learning contract and progress toward competencies and practice behaviors, listening to student case presentations, discussing seminar assignments related to the actual placement, reviewing expectations, and addressing any concerns of student or Agency Field Instructor.

Site Visits

Monitoring the progress of students in field education is an important step in ensuring generalist practice competencies are met. Monitoring involves scheduled site visits, journal submissions, peer consultations and formal evaluation. The program is committed to supporting student learning in the field practicum and providing Agency Field Instructors the information they need to guide and mentor students. Site visits are scheduled at the beginning of each semester of Field Education and available to Agency Field Instructors as requested. Faculty liaisons meet face-to-face or virtually (as requested) with Agency Field Instructors. Site visits may include, but are not limited to, the following:

- Orientation to agency and practicum including roles (student, supervisor, liaison, director)
- Practicum schedule
- Completion of practicum paperwork (if not previously completed)
- Weekly supervision
- Tips for creating Learning Contract
- Student progress toward learning outcomes
- Progress toward offering opportunities across all competencies.
- Student learning style
- Issues/concerns to date

In addition, all Agency Field Instructors have access to a Microsoft TEAMS site, managed by the CMU Social Work program staff. The TEAMS site contains general information about the Field Education process including evaluations, trainings, and sample learning contracts.

Intercultural Development Inventory

Evaluation of student competency includes work both in and out of Field Education and/or the agency. Successful completion of the Field Education experience includes work in the senior-level practice classes as well as additional assessments and tools utilized by the social work program to enhance the student experience. The Intercultural Development Inventory is a tool used by the program to assist students in the development of cultural competency. This instrument will provide students with a better understanding of themselves as they interact with people across differences. The IDI is an online tool that assesses intercultural competence – the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. Each social work major will complete the inventory using the pre-test/post-test model (one at the end of the junior year and one at the end of the senior year). As part of Field Education (SWK 470/480) and the Professional Seminar (SWK 471/481) students will meet in a personal consultation with Professor Lissa Schwander who is a trained IDI consultant/Qualified Administrator for the IDI. Students will be required to incorporate this work into the field experience/learning contract. For more information about the Intercultural Development Inventory, please visit www.idiinventory.com

Credit/No Credit

The learning contract, which identifies core competencies, practice behaviors, and activities, forms the basis for the evaluation. The student and Agency Field Instructor collaboratively complete the evaluation of learning. The student will write a narrative of achievements completed toward each practice behavior in “Activities” area, clearly identifying how the practice behavior was met. The Agency Field Instructor will also complete a narrative and rating of quality of work completed toward practice behaviors and competencies. This narrative discusses activities, both listed and unlisted in the learning contract, which contributed to the learning that occurred. The evidence of learning should be included. Activities planned but not achieved should also be addressed, but students should not be penalized for failure to complete tasks that were planned but not available for reasons outside their control.

The method of evaluation is both narrative and rating scale and any evidence toward achievements should be referenced. The narrative should be sufficiently detailed to make clear the final recommendation. To assist the student and Agency Field Instructor in establishing continuity from one semester to the next, it is suggested at the time of evaluation for the first semester; the learning contract for the second semester could be started.

In addition to the narrative, the following are required elements: the credit/no credit determination, the number of hours completed (must be at least 200), and BOTH Agency Field Instructor and student signatures. Credit/no credit will not be recorded for a student if these are missing. The student signature on the evaluation indicates receipt of the evaluation; in the event of an unreconciled disagreement, the student is entitled to submit an explanatory addendum to the evaluation, which the Agency Field Instructor should review and sign.

Evaluation of Field Practicum Setting

Agency Field settings are evaluated on an ongoing basis. At the end of the academic year or summer block, students complete an assessment tool to evaluate the practice site's quality and recommend whether to further placement at the agency. This evaluation is conducted via an online survey using Qualtrics. The Agency Field Instructor also completes an evaluation, primarily focusing on the relationship and support from the social work program faculty/staff. Additionally, a section provides information about whether they could provide the types of experiences required and expected for social work students. Both instruments can be found in Appendix E. The Field Education Director reviews and monitors feedback and makes determinations about the continued use of an agency setting as a Field Education site and/or to identify ways to assist the Field Agency in improving the quality of the placement and/or improving learning opportunities for students.

Policies and Procedures

Professional Conduct

The field practicum is the professional practice sequence. Enrolled students are expected to demonstrate professional conduct in the practicum placement and seminars.

Field Practicum Attendance

Students are expected to be punctual and in attendance at the field practicum site as scheduled. They are expected to notify the agency prior to the beginning of the workday if they will be absent or late due to illness or serious emergencies. The equivalent of 16 hours of absence from field practicum per semester or block period may be permitted each term for compelling reasons, providing the time is made up. The Agency Field Instructor is asked to notify the Field Education Director of excessive absences, as this is an area of potential concern regarding student performance. If students lose considerable field practicum time during a semester, they may receive an incomplete, with timeframes for completion of the hours to be negotiated by the Field Education Director and the Agency Field Instructor. The Agency Field Instructor and Field Education Director will determine what action to take if there are significant absences and/or chronic lateness on the part of a student.

Students must be enrolled in courses to be at the agency; therefore, beginning field placement prior to the start of the fall semester is not allowed. In addition, students may not be at their agencies over the semester break, approximately mid-December to the beginning of January. Students in employment-based field settings cannot accrue field hours during this break. Students may be in their agencies during mid-semester breaks such as fall/spring wellness breaks and spring breaks. Time off during these breaks must be discussed and negotiated with supervisors.

Important: Students cannot receive credit for field practicum until they have completed the required number of clock hours.

Client Service Continuity Policy

Prior to the beginning of placement in the field practicum setting students and Agency Field Instructors should discuss agency expectations for student availability during semester breaks. An agreement should be made during the initial interview between the student and the Agency Field Instructor. Whenever the student and the Agency Field Instructor have agreed that the student will continue to provide services in the agency during semester breaks, the student must inform his/her Field Faculty Liaison of the intention to continue with client contact. The liaison must also be informed about the arrangements for liability coverage during semester or holiday breaks at this time.

Students are expected to develop and maintain significant and meaningful relationships with agency clients and/or other constituents during their field placements. Because commitment to the clients is the primary responsibility of the social work practitioner (see appendices for the NASW Code of Ethics), some flexibility in academic scheduling may be required of students during time when the University designates a holiday or semester break. Although scheduled exams take precedence over field instruction, students are expected to consider client needs when scheduling absences from agencies during semester breaks.

Semester breaks are an important time for students to rest, spend time with significant others and attend to non-academic obligations. The Program intends for all students to have breaks between semesters. Students are not required by the Program to maintain a presence in the field agency during semester breaks, although students in school settings which have a separate spring break schedule may be expected to complete field hours during the Central Michigan University spring break, but not the school's break.

Students are covered by the University's comprehensive liability insurance while engaged in field instruction administered by the Social Work Program. Coverage is in effect whenever students are working toward completion of academic credit for which they are currently registered. University liability coverage is not in effect beyond the official end of a semester unless the student has received an "Incomplete" for the prior semester and is working to complete field requirements. Unregistered students who continue to provide services in agencies during semester breaks are not covered under the University's general liability protection.

To be protected by liability insurance during semester breaks students must be:

- A. Working toward completion of an "Incomplete"; or
- B. Working as an agency volunteer under the agency's liability coverage, if any.

Involvement with the Criminal Justice System

Many agencies routinely request background checks on student interns and employees. Students in the BSW program should be aware that problems with the law, even things that may have been expunged or may have occurred while a minor may be considered when deciding to accept a student for placement or a social worker from securing employment. Some types of prior convictions may make it difficult to practice in social work or at least in certain areas of social work.

If you have had ANY involvement with the legal system, consulting with your social work advisor, the state board of social work licensure and/or possibly an attorney might be advisable. It is important, if you are asked about your prior history of any criminal charges against you by an agency, to be as honest as possible in presenting such information. Students have been refused field practicum placements because they did

not disclose records. Their failure to disclose that information (not necessarily the nature of the conviction itself) precluded the student's involvement in that agency.

If a student's involvement with the criminal justice system becomes a barrier to securing an appropriate practicum placement, the program is not obligated to ensure that the student is able to complete the practicum and, therefore, the BSW.

Life Experience Credit Policy

The Central Michigan University Social Work Program does not provide credit for life experience or previous work experience. The Council on Social Work Education prohibits granting credit for life experience for the professional core courses of the field practicum. Students may, however, test out of a select set of courses in the general education block. In keeping with college policy, these courses are limited and are determined by individual departments. Thus, the Social Work Program does not provide for any life experience or previous work experience credit within the major.

Policy Regarding Placement in Agencies in Which Students Are Employed

Use of current employment for practicum placement is difficult. Practicum requires Students to be discouraged from seeking to use their place of employment as a field practicum since a concern exists as to whether the student will have educational experience or continue on in the capacity of an employee of the agency. This could create a conflict of interest and seriously jeopardize the educational component of the experience. However, in some situations a placement at the agency in which a student is employed may be deemed appropriate educationally and logistically feasible. Decisions regarding use of place of employment for Field Education are made on a case-by-case basis and are not guaranteed.

Before a student may be placed in an agency where they are employed, the following are necessary:

1. The student must be assigned, for the hours counted for practicum, to an entirely new function in the agency, preferably in a different program. This function must meet the requirements set out elsewhere regarding what is acceptable to the Social Work Program, including availability of 400 hours of appropriate activities.
2. The Agency Field Instructor may be the supervisor of regular employment; however, supervision of practicum must be separate from supervision from employment. Practicum supervision must be scheduled regularly and focused on the fulfillment of the Learning Contract including addressing competencies and practice behaviors. If the student's regular supervisor is also assigned as the Field Supervisor, the student will be assigned to generalist social work practice supervision provided by the Social Work Program.

3. The Agency Field Instructor would meet the credential requirements for Agency Field Instructors and be willing to attend field practicum training sessions as scheduled.
4. The student will meet and complete all other requirements of the field practicum.
5. In the event the student loses their employment and therefore their practicum placement, a new placement will need to be secured. Faculty will assess, based on the circumstances and situation, how many of the hours secured to that point will be counted toward the minimum requirement of 200 hrs./ semester.

Performance Difficulties for Students in Field Practicum

If the Agency Field Instructor perceives at any time that the student manifests field practicum performance difficulties, these should be discussed with the student directly. If the difficulty is severe and/or if the situation does not improve in a reasonable amount of time, the Agency Field Instructor should contact the Field Faculty Liaison to discuss the situation. Generally, the field liaison will schedule a conference with the student and the Agency Field Instructor to discuss the difficulties. The Agency Field Instructor, Field Faculty Liaison, and the student may choose to execute a written, signed corrective action plan. The Field Faculty Liaison may also elect to refer the student to the Academic Progress Review Committee of the Social Work Program and/or to apply other actions as outlined in the *student concerns regarding placement* herein. In addition, other response options may be considered. Collaboration and solution finding methods shall be used as much as possible.

Expenses

Expenses related to intern practice responsibilities will ordinarily be met by the student. In some cases, the Agency reimburses students for travel or other expenses. Agreements about student expenses should be discussed in the pre-placement interview and agency orientation.

Student Concerns Regarding Placement

If the student perceives that their learning needs are not being met, the following procedures should be followed:

1. The student should discuss the issue with the Agency Field Instructor.
2. If there is no resolution, the student shall contact the Faculty Liaison/Field Director.
3. The Faculty Liaison/Field Director shall meet with the student and Agency Field Instructor within ten calendar days to identify the problem areas.
4. A written report summarizing the problem areas and the course of agreed actions shall be prepared by the Field Director.
5. If the difficulty continues, the Faculty Liaison/Field Director will organize a review with the Social Work Program Director, the Agency Field Instructor, and the student. This review will determine whether to continue the

placement with agreed-upon goals and actions or relocate the student to a different practicum setting.

Grading

While the Agency Field Instructor recommends credit/no credit for the field practicum, program faculty retain the final decision regarding grading. Grading decisions are based on the credit/no credit determination and achievement toward competencies and practice behaviors for students in field placement. The evaluation submitted by the Field Education Director and/or Faculty Field Faculty Liaison are confidential and exist as privileged information of the agency, faculty members, and the student unless the student files a grade grievance of the field practicum. In that case, evaluation information is made available to others responsible for determining the outcomes of the grievance.

Students on probation from the Social Work Program must complete all conditions set forth in their probation letter to receive "credit" in SWK 470 or SWK480.

Field Practice Loads

The key purpose of the field practicum is education, not service. Hence, practice loads must be selective to allow adequate time for evaluation and reflective learning.

Remuneration

Students may, in some cases, receive a stipend during their field practicum. This is considered to be a different situation than an employment-based practicum. This is to be discussed in advance with the Field Education Director to ensure that there are no conflicts of interest in doing so. Students may not charge client fees other than those that may be usual for the agency to charge. Where stipends or other forms of compensation are available, the agency must be clear that the stipend is for the field practicum, and that students are not to be considered regular employees subject to employee expectations and regulations. Students are under the guidelines of the field practicum expectations and requirements only, as directed by the Agency Field Instructor.

Liability Insurance

Central Michigan University provides general liability coverage for social work interns on practicum practice assignments. The policy covers bodily injury, property damage, and malpractice insurance.

CMU liability insurance does not include coverage for students driving their personal automobile. Students are required to provide evidence of automobile insurance to the program. In the event a student chooses to utilize their own vehicle for their own transportation while at the practicum, they must provide proof of adequate insurance to

cover legal liability. Students should not be transporting clients in their own personal vehicles. If transporting clients is required by the internship, students are expected to have access to an agency vehicle.

Adherence to Agency Policy and Waiver of Liability

Social work students participating in field education are engaged in an educational endeavor and are not considered employees of the university or the agency in which they are placed. Field Education (SWK 470 and SWK 480) are courses for which students receive four credits per semester. Students are not considered agency volunteers nor, as noted above, agency employees. All students participating in Field Education will sign a Waiver of Liability Form, acknowledging the above and releasing both the university and the agency from the risks associated with Field Education. The Waiver of Liability can be found in Appendix F and must be signed and returned to the office before the practicum experience begins.

Student interns are expected to adhere to agency policies in the agency in which they are placed.

Safety Policy

Social work faculty discusses safety issues in social work coursework, but the information is very brief and annotated. It is expected that Agency Field Instructors will: 1) assess the student's knowledge of safety issues; and 2) discuss safety concerns and agency policies related to safety issues. Students with specific safety concerns should contact the Field Faculty Liaison for further discussion and guidance.

Safety issues include emergency procedures on and off agency premises, potential health risks in the work environment, and the need for vaccinations, health screenings, and physicals. The student is responsible for any costs for these procedures and checkups beyond those covered by the agency. Students are expected to maintain health insurance during the course of their field practicum and to inform Agency Field Instructors of any health conditions that could potentially affect students' performance of duties in field. The CMU Social Work Program will not be held responsible in the event of a safety related matter.

On an ongoing basis, Agency Field Instructors will assist students in developing skills to assess the potential dangers of interacting with clients and communities and provide instruction on how to diffuse these situations if possible and to assure access to appropriate assistance when needed. Students are not permitted to be in the agency without a qualified supervisor available for supervision. Students are not allowed to make unsupervised home visits within the first six weeks of field placement. At the end of six weeks, students may make unsupervised home visits if the following criteria are met: the client is known to the agency and poses a minimal risk to the student's safety; the neighborhood surrounding the client's home is deemed safe for travel during the hours of the scheduled visit; the student has demonstrated an understanding of safety

procedures for community travel and assessing the safety of a home environment; and the student has demonstrated the ability to use professional skills and judgments in the face of unanticipated events. It is the right of social work students to defer performing an unsupervised home visit due to safety concerns. Students should not be required to transport clients in personal automobiles.

HIPAA Guidelines

All social workers must adhere to Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 (HIPAA) regulations regarding the privacy of client information outside of the agency setting. Confidentiality must be strictly maintained when discussing or writing about clients in the classroom, assignments, and/or process recordings.

Social Work Ethics

High professional standards and measures of appropriate relationships guide Social Work practice between the social worker, client, and the outside environment. The Social Work Program at Central Michigan University has accepted and is guided by the National Association of Social Work (NASW) Code of Ethics as the standard of appropriate practice for faculty and students. Instruction on the use of the Code of Ethics is provided throughout the curriculum. Although the faculty uses the NASW Code of Ethics as the standard of ethical behavior, additional ethical criteria (i.e., human subject, agency standards, state registration) are utilized when appropriate to the specific situation. Faculty encourages students to understand that ethical standards apply to professional contact per social work values. A copy of the NASW Code of Ethics is in the Appendix.

University Policies and Resources

Students should be aware of the following CMU policies and resources:

[Academic Bulletins](#) *Bulletins provide information about CMU's academic programs for each academic year, including admissions, academic regulations and requirements (grade grievance and academic probation/suspension), services available to students, and CMU staff and faculty.*

[Code of Student Rights, Responsibilities and Disciplinary Procedures](#)

[Counseling Center Services](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Human Subjects Research](#)

Non-Discrimination and Affirmative Action

Policy on Academic Integrity

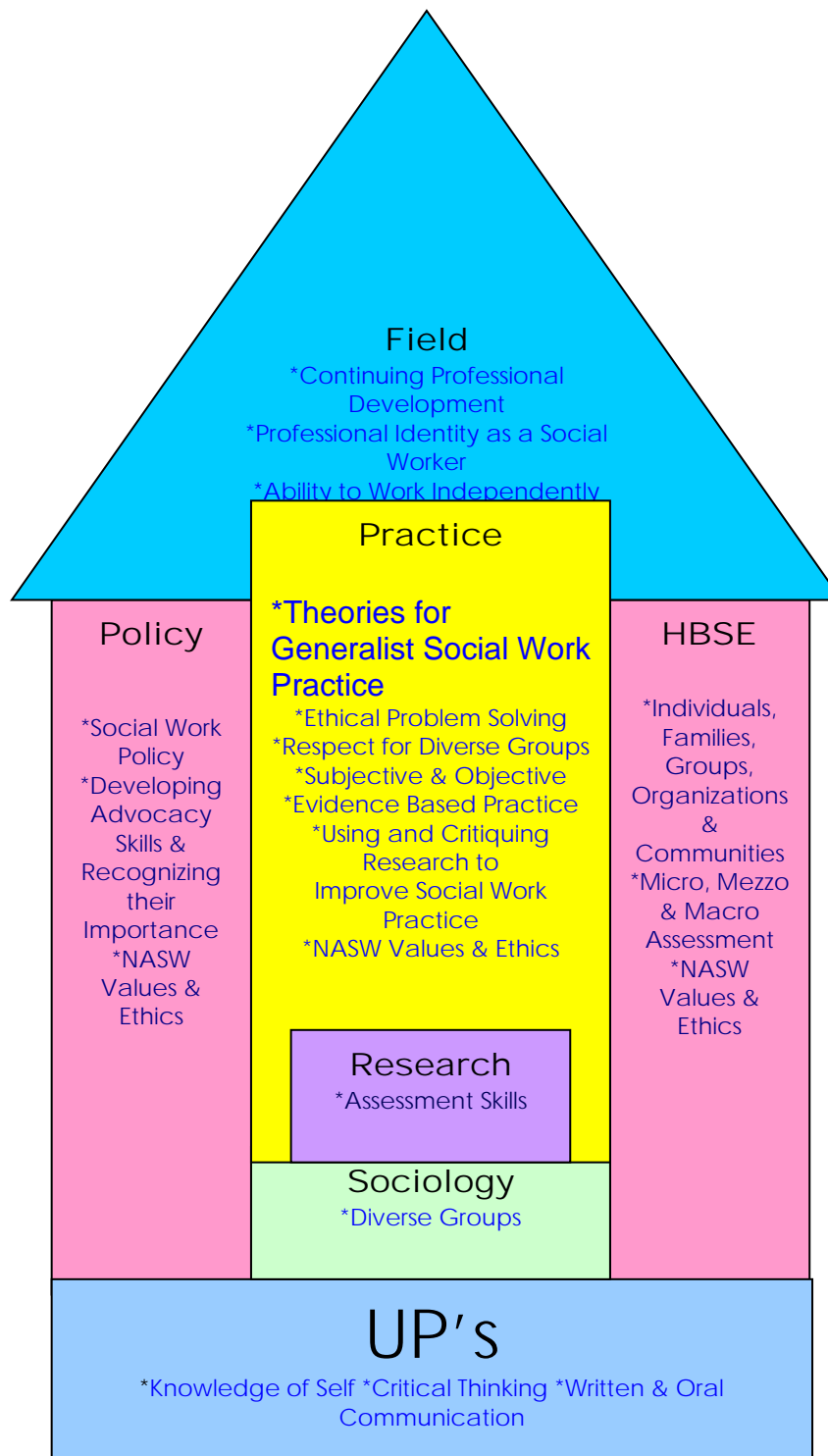
Religious Observances Accommodations

Sexual and Gender-Misconduct Policy

Student Disability Services

Student Health Services

Appendix A - Curriculum Model



Appendix B - Rationale for Social Work Curriculum

Council on Social Work Education

The Social Work Program at Central Michigan University has been developed in compliance with the Council on Social Work Education Curriculum Policy Statement. This statement outlines the knowledge, skill, and values necessary for baccalaureate social work students. This statement is also the guiding principle of the accreditation process. The entire statement is included in the student handbook to provide the student with a clear understanding about the objectives for each course and the reason for the overall curriculum design. Please read and be familiar with these standards.

The Social Work Curriculum

The baccalaureate degree in social work (BSW) curriculum is based upon a liberal arts foundation (University Program requirements) and professional foundation courses consisting of the following content areas:

1. Values and Ethics
2. Diversity
3. Social and Economic Justice
4. Populations at risk
5. Human Behaviors and the Social Environment
6. Social Welfare Policy and Services
7. Social Work Practice
8. Research
9. Field Practicum

These nine subject areas are distributed throughout the following five major groups of social work coursework which are listed below:

A. **SOCIAL WELFARE POLICY AND SERVICES SEQUENCE:** The objectives of the social welfare policy and services sequence are to provide students with basic knowledge about the root forces and circumstances that shape and direct social legislation and social policy. The goals of the sequence are the development of skills necessary to assess situations holistically. The sequence also helps students learn to evaluate social welfare policies and services and to formulate and advocate for more effective policies and services. The three courses that provide the basic content for this area are Introduction to Social Work (SWK 100), Social Welfare Policies and Services I (SWK 250) and Advanced Social Welfare Policies and Services II (SWK 450WI).

B. **SOCIAL WORK AND HUMAN BEHAVIOR SEQUENCE:** This sequence is designed to build on the knowledge base obtained from the prerequisites that provide students with an understanding of social welfare policy, the profession of social work, theories of practice, diversity issues, and the human biological development. The content of the sequence provides social work theories and a knowledge base of human

bio-psycho-social development that includes the range of social environments in which individuals live (families, groups, organizations, institutions, and communities). The coursework is designed to enhance the social work students' knowledge and skills in the area of applied social work to increase the client systems' social functioning. The interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior will be studied from the social work perspective and framework. Content is provided on the social and economic forces that deter or promote people in maintaining or achieving optimal social functioning and well-being. Social work values are emphasized throughout the course. Students are taught to evaluate social work theories and practice as they are applied to client(s) situations.

The second course (SWK 375) builds on the foundation of theories and skills by increasing the knowledge of the key concepts required for client assessment and treatment. The content has a focus on social work theoretical perspectives and concepts that connect with the social work practice process, employed throughout the life span of clients. The content presents a significant number of key concepts germane to the social work profession. The coursework is designed to assist social work students to be able to interrogate developmental considerations with their knowledge of social systems. A multidimensional framework is presented for assessing human behavior and applied social work practice to increase the social work knowledge base of biological, social, multicultural, and gender content. Social work values and the National Association of Social Work Code of Ethics (Appendix G) are emphasized throughout these courses.

The courses that provide this orientation are: Social Work and Human Behavior I (SWK 374) and Social Work and Human Behavior II (SWK 375).

C. **SOCIAL WORK PRACTICE METHODS SEQUENCE:** This content area is designed to help students learn to effectively utilize specific skills. These skills include engagement, problem assessment, planning, intervention, termination, evaluation, and follow up. The professional aspects of this content include 1) an understanding of the principals and concepts of practice, 2) developing an ability to analyze effectively and use skills, 3) recognizing the effective use of skills, and 4) applying the understanding to actual practice with various systems and in a variety of settings. Three courses provide the foundation in this content area. They are Social Work Generalist Practice I: Social Work Communications (SWK 315), Social Work Generalist Practice II (SWK 321), and Social Work Generalist Practice III (SWK 421WI). Students are enrolled in Social Work and Human Behavior I (SWK 374) and Social Work and Human Behavior II (SWK 375) concurrently with the practice skill instruction courses.

D. **RESEARCH INSTRUCTION:** This content area is concerned with teaching the process associated with an orderly, systematic examination of questions related to practice and research utilization. The student is introduced to problem formulation, sampling, observation, measurement, and data collection analysis, quantitative and qualitative methods and program evaluation. The course also includes a component on

single unit analysis so that students can begin the process of evaluation of their practice and includes information on evidence-based practice. The core courses for this subject area are Introduction to Social Research and Analysis (SOC200) and Social Research Methodologies (SWK350).

E. **FIELD PRACTICUM:** This sequence is designed to provide a professionally reflective, self-evaluating experiential learning opportunity for students to apply the knowledge values and skills learned in the classroom. There are fifteen on-campus contact hours and are the seminars and a 200-hour per semester practicum in a human service or social service agency. Under certain circumstances, field practicum may be taken in the summer as a 400-hour block but must be approved by the director of field practicum. Four courses support the components of this curriculum content: Social Work Practicum I (SWK 470), Social Work Practicum Seminar I (SWK471), Social Work Practicum II (SWK 480), and Social Work Practicum Seminar II (SWK481). Throughout the professional foundation courses, the content includes the social work values and ethics, issues of diversity, social and economic justice and populations at risk.

Appendix C – Learning Contract



Generalist Practice Learning Contract Learning Activity Examples

Social Work Program, Anspach Hall 034, Mount Pleasant, MI 48859
E-mail: swk@cmich.edu Phone: 989-774-2690 Text: 989-209-7847

The field practicum provides an educational experience leading to the achievement of 10 competencies necessary for effective social work practice. Below is a list of each competency and examples of learning activities and assignments that would satisfy each competency. The student and agency field instructor work together to identify and select which activities are relevant and appropriate in that agency setting. In some cases, the field instructor and student may determine that other activities rather than or in addition to those listed are more appropriate.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Practice Behaviors	Practicum Learning Activities and Assignments
1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Review client file(s) and determine if a strengths-based approach is evident.
	Review confidentiality policies/forms and maintain client confidentiality.
	Identify real or potential ethical dilemmas and apply ethical problem solving.
	Identify examples of ethical practice in supervisory sessions.
1.2 Use reflection and self-regulation to manage personal values and maintain professionalism	Keep daily journal and /or weekly logs and share with field instructor.
	Meet with field instructor and identify strengths and areas for further development.

in practice situations	Solicit feedback from field instructor and other relevant professionals.
	Identify and manage one's own personal reactions to clients as reflected in interactions and supervisory sessions.

Practice Behaviors	Practicum Learning Activities and Assignments
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Dress appropriately.
	Adhere to work schedule.
	Communicate respectfully with colleagues and clients.
	Follow agency protocol.
1.4 Use technology ethically and appropriately to facilitate practice outcomes	Follow agency policies regarding technology.
	Identify uses of technology.
1.5 Use supervision and consultation to guide professional judgment and behavior	Meet with field instructor regularly and make constructive use of supervision.
	Consult with field instructor regarding questions, concerns, and to obtain feedback.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Practice Behaviors	Practicum Learning Activities and Assignments
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Conduct an assessment or other client interview and identify elements of human diversity that have shaped life experiences for that client system.
	Discuss with field instructor how you believe your clients' experiences have shaped behaviors.
	Read about the importance of difference in shaping life experience and discuss with field instructor.
	Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity.
	Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied.
	Demonstrate application in interactions with clients.
	Learn from clients about their stories and identify ways they may be oppressed/marginalized/alienated.
	Discuss with field instructor power and privilege as it relates to the population served.
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences	Incorporate appropriate questions in interviews with clients in order to understand the unique story of that client.
	Conduct a group or community survey.
	Conduct a needs assessment with a client group.
	Attend a community meeting or event with a diverse group.

Practice Behaviors	Practicum Learning Activities and Assignments
2.3 Apply self- awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Identify personal biases and ways to manage these in discussion with field instructor.
	Attend training or read relevant materials to manage influence of personal biases and values.
	Interview other social workers in the agency to determine strategies of managing influences of biases.
	Record in journal reflecting on how differences shape life experiences - your own and client.
	Discuss with field instructor how your own experiences with diversity have shaped your life experiences and how that will help you better understand client systems.
	Read literature about and/or interact with diverse group(s) that may be challenging.
	Attend a training related to diversity.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
<i>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</i>	
Practice Behaviors	Practicum Learning Activities and Assignments
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Attend relevant legislative session and/or lobby for legislation that advances social and economic justice.
	Advocate for an individual client or family.
	Explain rights to clients.
	Review agency policies and practices to determine how they advance these justice issues and how they might be changed.
	Educate others about justice issues.
	Read about oppression and discrimination and discuss with field instructor.

	Attend a workshop/training program on oppression and discrimination.
	Discuss with field instructor your experiences with oppression and discrimination.
	Identify a client who you believe may have experienced oppression or discrimination and discuss with field instructor.
	Attend legislative session and promote legislation relative to a human rights or justice issue.
	Write letter to someone in a position to make changes relative to above.
	Educate others about a human rights or social justice issue.
	Advocate for client access to services.
	Assist in writing proposal or advocating for a program, service, or policy that relates to above.

Practice Behaviors	Practicum Learning Activities and Assignments
3.2 Engage in practices that advance social, economic, and environmental justice	Advocate for an individual client or family.
	Honor clients' rights.
	Treat each client with respect.
	Identify justice issues and intervention strategies in work with clients.
	Lobby for legislation that advances social and economic justice.
	Participate in a political campaign promoting a candidate who supports policies that reflect above.
	Treat each client with respect; be nonjudgmental.
	Review agency policies and practices to identify how they advance social and economic justice and/or how they might be enhanced.
	Identify and participate in organizations that advance social and economic justice.
	Assist in writing proposal or advocating for program, service, or policy that relates to the above.
	Participate in lobbying or political strategies related to policy action.
	Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy.
	Participate in a political campaign to advance social and economic well-being.
	Attend a meeting where policy action is discussed.
	Educate others about needed policy action.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Practice Behaviors	Practicum Learning Activities and Assignments
4.1 Use practice experience and theory to inform scientific inquiry and research	Complete a literature review related to client system(s) served.
	Complete a literature review related to client system(s) served.
	Conduct a focus group for evaluation of agency.
	Implement a survey to evaluate practice/program/policy/service.
	Implement single system design evaluation with a client.
	Develop research question(s) related to practice and locate and analyze research or propose how research could be conducted to answer the question(s).

Practice Behaviors	Practicum Learning Activities and Assignments
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Read research related to the agency's area of practice/models of service or intervention or client system(s).
	Review agency outcome data.
	Review research related to agency.
	Review or suggest research related to assessment, prevention, and intervention with client systems.
	Discuss/present research at agency meeting or in training group.
	Evaluate practice using single subject design or program evaluation frameworks.
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery	Read research related to agency and suggest application to agency practice/policy.
	Review agency outcome data and analyze how it can be used to improve practice/policy/delivery.
	Apply research evidence in assessment, prevention, and intervention with client systems.
	Evaluate practice using single subject design or program evaluation framework.
Competency 5: Engage in Policy Practice	
<i>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</i>	
Practice Behaviors	Practicum Learning Activities and Assignments
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Identify one or more policies at the local, state, and/or federal level that impact agency services.
	Identify one or more proposed policy changes that will have an impact on service delivery and/or access to social services.

Practice Behaviors	Practicum Learning Activities and Assignments
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services	Review agency policies and policies that have an impact on the client system served.
	Discuss impact of policies and policy changes with field instructor.
	Review any recent changes in agency or legislative policy that has an impact on clients.
	Assist in policy development.
	Assist in policy development.
	Attend training on policy.
	Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system.
	Lobby for a particular legislative action and/or take action to advocate for policy change.

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Review agency policies and policies that have an impact on the client system served.
	Discuss impact of policies and policy changes with field instructor.
	Review any recent changes in agency or legislative policy that has an impact on clients.
	Assist in policy development.
	Attend training on policy.
	Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system.
	Lobby for a particular legislative action and/or take action to advocate for policy change.
	Participate in lobbying or political strategies related to policy action.
	Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy.
	Participate in a political campaign to advance social and economic well-being.
	Attend a meeting where policy action is discussed.
	Educate others about needed policy action.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behaviors	Practicum Learning Activities and Assignments
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Identify different approaches to engagement with clients and constituencies based on agency context and understanding of human behavior.
	Build effective practice relationship with clients and constituencies.
	Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies.
	Apply a selected theory to a client situation.
	Demonstrate understanding of a person and environment in presenting a case at a staffing.
	Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity.
	Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied.
	Educate others concerning updated research, new technologies, or pending policy/legislative actions.
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Use reflective responses, simple encouragement, empathic responses and demonstrate other active listening skills in interviews with clients.
	Demonstrate active listening skills in meetings and in interactions with colleagues.
	Identify and communicate client feelings.
	Begin "where the client is"
	Demonstrate appropriate non-verbal communication.

	Observe and identify examples of empathy in other workers' interactions with clients and discuss with field instructor.
	Observe and identify examples of interpersonal skills in other workers' interactions with clients and/or colleagues and discuss with field instructor.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Practice Behaviors	Practicum Learning Activities and Assignments
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Conduct assessment with an individual.
	Conduct family assessment.
	Conduct group assessment.
	Conduct community or organizational assessment.
	Conduct/assist in an assessment interview.
	Write an assessment after a client assessment interview.
	Document in client chart
	Conduct a needs assessment for the agency or community.
	Complete a psycho-social history including an assessment summary statement.
	Make collateral contacts as part of assessment.
	Use standardized assessment tools and score and interpret the information - including SBIRT
	Use observational skills to identify nonverbal cues, para-verbal cues, appearance, hygiene, demeanor, etc. as sources of information in assessment.
	Complete an assessment and document client strengths and limitations.

	Identify client strengths and limitations in discussions with field instructor.
7.2 Apply knowledge of human behavior and the social environment and other multi- disciplinary frameworks in analysis of assessment data from clients and constituencies	Complete or participate in completion of a psychosocial assessment/social history.
	Review client chart(s) and identify bio-psycho-social elements relevant to understanding that client system.
	Analyze a community or agency problem or social issue.
	Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies.
	Apply a selected theory to a client situation.
	Demonstrate understanding of a person and environment in presenting a case at a staffing.
	Review client records and prepare interview goals and questions prior to meeting.
	Discuss with field instructor concerns related to meeting with a particular client or attending a meeting.
	Discuss/Identify your role in working with a particular client or attending a meeting.
	Discuss with your field instructor how you will approach a particular situation.

Practice Behaviors	Practicum Learning Activities and Assignments
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Complete intake or other client interview(s) and ask appropriate questions related to desired outcomes.
	Identify and prioritize client needs.
	Participate in group (treatment, committee, community, etc) and participate in discussion of purpose and desired outcomes.
	Work with a client(s) in development of a case plan identifying measurable objectives.
	Work with a group in identifying group goals and objectives.
	Participate in a strategic planning or similar type meeting.
	Assist in developing goals/outcomes for a new program or project.
	Review case plans in client files and discuss with field instructor how the plan was developed and how the objectives can be measured.
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Consult with field instructor to determine appropriate intervention strategies and implement them with clients.
	Review client records and discuss what strategies are used with clients.
	Discuss options with clients.
	Review program goals and discuss what strategies are used to reach goals.
	Identify a community problem and develop/implement intervention strategy.
	Identify options for a specific client system and discuss with field instructor the pros and cons of various options.
	Identify evidence-informed strategies from reviewing literature related to the client population/issue.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Practice Behaviors	Practicum Learning Activities and Assignments
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	Consult with field instructor to determine appropriate intervention strategies and implement them with clients.
	Review client records and discuss what strategies are used with clients.
	Discuss options with clients.
	Review program goals and discuss what strategies are used to reach goals.
	Identify a community problem and develop/implement intervention strategy.
	Identify options for a specific client system and discuss with field instructor the pros and cons of various options.
	Review agency goals and identify specific actions to achieve one or more goals.
	Develop/plan a fund-raising strategy to enhance services, develop a needed program, etc.
	Assist in identifying possible sources of funding for agency and/or participate in grant writing.
	Suggest/plan a new program or policy change that will help achieve organizational goals.
	Develop/implement intervention strategy with individual, family, group, community, and/or organization.
	Identify evidence-informed strategies from reviewing literature related to the client population/issue.

8.2 Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Based on assessment of a community, social, or agency problem, identify strategies for intervention.
	Based on assessment, select intervention strategies with clients based on knowledge of human behavior and the social environment.
	Demonstrate understanding of person-in-environment in selection of intervention strategies.
	Draw from multidisciplinary frameworks in identifying intervention strategies.
	Identify and connect clients to community resources to meet client needs.
	Advocate as appropriate to help clients resolve problems.
	Use appropriate intervention strategies to help clients resolve problems.
	Identify targets for change at the individual, family, group, organizational, or community level and implement appropriate strategies.
	Educate Clients
	Use counseling skills and apply planned change process with clients.

Practice Behaviors	Practicum Learning Activities and Assignments
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Participate in multi-disciplinary team meetings.
	Consult with other professionals to achieve practice outcomes.
	Participate in community meeting with other professionals.
	Work collaboratively with other professionals in provision of services to client.
	Participate in meetings to discuss improvement or sustaining of quality of services.
	Put together data, information, or proposal relevant to the above.
8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies	Negotiate or advocate for services for a particular client/assist client in getting needed resource(s)
	Act appropriately on behalf of a client.
	Serve as a mediator with within a client system or between a client system and another system.
	Work out an agreement and/or compromise between two or more parties.
	Assist in gaining community support for a program, policy, or population group.
	Explain client needs to service provider or multidisciplinary team member.

Practice Behaviors	Practicum Learning Activities and Assignments
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals	Inform clients of the time limitations of the practicum.
	Prepare clients for termination of services, discuss client feelings about termination.
	Prepare termination summaries or transfer summaries.
	Transfer clients to appropriate resources when leaving the agency.
	Discuss with field instructor feelings relative to termination with clients.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities <i>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</i>	
Practice Behaviors	Practicum Learning Activities and Assignments
9.1 Select and use appropriate methods for evaluation of outcomes	Review agency procedures and methods of evaluating outcomes and discuss with field instructor.
	Select method of evaluating outcomes for an individual client.
	Suggest methods to evaluate outcomes.
	Review literature regarding appropriate methods for evaluation of outcomes.
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Determine what to measure in evaluation of outcomes.
	Discuss how knowledge of human behavior and the social environment, person-in-environment and the other multidisciplinary theoretical frameworks applies to evaluation of outcomes.

Practice Behaviors	Practicum Learning Activities and Assignments
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Put together relevant data for agency.
	Use single system design(s) to evaluate effectiveness of intervention.
	Analyze program outcome data.
	Implement program evaluation plan.
	Design method(s) to evaluate outcomes.
	Use meetings with field instructor and weekly logs to analyze, monitor, and evaluate interventions.
	Read, discuss research related to practice effectiveness.
	Conduct follow-up interviews or implement surveys to evaluate interventions.
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Explain how single subject design results could be used to improve practice effectiveness.
	Explain how program evaluation could be used to improve effectiveness.
Competency 10: Identify social work practice considerations for working with people living in rural areas	
<i>Social workers recognize the unique context of rural communities and work with clients in rural settings to identify and access both formal and informal resources, advocate for additional resources, manage dual relationships and resolve challenges facing rural client systems at the micro, mezzo and macro levels.</i>	
Practice Behaviors	Practicum Learning Activities and Assignments
10.1 Identify informal and formal resource systems within a specific rural area	Interview agency staff to identify informal and formal resources in the rural area served by the agency.
	Review and update the agency's informal and formal resources in the rural area served by the agency.

Practice Behaviors	Practicum Learning Activities and Assignments
10.2 Implement solutions to specific challenges of the rural context to the agency's social service delivery system	Participate in collaborative community meetings to address specific challenges faced by rural social work.
	Read journal article or watch video that identifies solutions to challenges specific to rural social work.
10.3 Identify methods of handling dual relationships and if they occur, resolve them	Identify and discuss dual relationships in a rural setting, including ethical considerations, and at least one method of handling them.
	Read journal article on handling dual relationships.
10.4 Identify and help resolve client needs that are specific to the rural setting (e.g., transportation)	Identify, assess, and help resolve client needs specific to a rural setting.

Acknowledgement to Marshall University Department of Social Work for the original format on which the Generalist Practice Learning Contract is based.

Appendix D – Child Welfare Certificate Forms

Child Welfare Certificate Learning Addendum



Child Welfare Certificate Program Field Placement Learning Agreement Addendum

Students participating in the child welfare certificate program must meet all of the requirements of the program, including a field placement in a child welfare agency (Michigan Department of Health and Human Services, private agency, or tribal child welfare). In field education, the student will be evaluated based on the School's Evaluation Document (called, "Field Instructor Evaluation of the Student"; in reference to the student's learning agreement with the child welfare agency field placement) and this addendum to assure that child welfare competencies and objectives are successfully addressed through relevant practice behaviors and field activities.

The practice behaviors listed below are to be infused with the social work learning agreement during the child welfare field placement. All learning agreements/plans are reviewed by CMU Faculty Liaison. This list of child welfare practice behaviors should be integral to the learning agreement and complement and be redundant, at least in part, to the student's overall field evaluation.

Child welfare includes the prevention of child abuse and neglect, family preservation, child protection and child protective services, when needed, reunification and out-of-home placement, and permanency, such as adoption services. The table below outlines child welfare practice behaviors, the learning objectives, and activities that should be incorporated into the student field education learning agreement. At least one corresponding core competency in the CMU field education program is identified, and an accountability column. Depending on one's field placement, some of the practice behaviors will be more prominent than others, and accompanying activities may be more readily available than others. The student, Agency Field Instructor and field liaison must assure that required practice behaviors are accomplished; and with other practice behaviors more than one half of these should be successfully met.

This document is supplemental to the field education evaluation. The Agency Field Instructor and student should indicate when each practice behavior has been completed and rate competency on the scale used in the field education evaluation.

Central Michigan University Social Work—Child Welfare Certificate Program

REQUIRED FOR LEARNING AGREEMENTS AND EVALUATION

Regardless of type of program within an approved child welfare agency field placement, a student in the child welfare certificate program is required to have these experiences.

Competency	Objective	Activities	Agency Field Instructor Rating	Student Self Rating
1.Explain and compare Home Calls	Learn how home calls are conducted.	Observe Home Call: To promote family preservation; On a CPS case; To a foster family and child; On an adoption case;		
2.Identify Court Procedures	Learn how court procedures and processes are conducted.	Observe a variety of child welfare court hearings; Observe a criminal court hearing related to child welfare; Review petitions; Interview a family court judge.		
3.Use Trauma-informed interviewing skills to engage children and families	Learn how to engage children and families	Observe a forensic interview at a Child Advocacy Center; Role play an interview with mentor or supervisor.		
4.Demonstrate Safe Practice Behaviors	Learn about safe practice behaviors	Complete Working Safe/Working Smart training online; Create a list of safety tips to share in the field practice seminar;		
5.Explain the MiTeam Process	Learn the MiTEAM process and the importance of its application as the DHHS	Discuss the MiTEAM process with supervisor; Discuss MiTEAM experiences with other staff;		

	case practice model	Observe MiTEAM meetings.		
6. Use Appropriate Case Documentation and Review Methods	Learn how a case is documented and reviewed	Using a review instrument, discuss cases with your field supervisor and in field seminar class; Observe and practice using the SACWIS case management tool.		
7. Identify the Medical, Mental Health and Educational Needs of Children	Learn about the medical, mental health and educational needs of children	Attend an IEP meeting; Learn about the requirements for meeting children's needs; Learn the process for getting medical/mental health appointments for children.		

ADDITIONAL PRACTICE BEHAVIORS

Regardless of type of program within an approved child welfare agency field placement, a student in the child welfare certificate program is strongly encouraged to have these experiences.

Competency	Objectives	Activities	Agency Field Instructor Rating	Student Self Rating
1.Explain Department of Health and Human Services and Private Agency programs	Learn about the Department of Health and Human Services and Private Agency Foster Care and Adoption services	<ul style="list-style-type: none">• Review programs offered• Review policy• Review the Child Protection Law• Discuss the relationship between DHHS and PAFC with mentor or supervisor		
2.Follow child welfare office procedures	Learn office procedures	<ul style="list-style-type: none">• Collect copies of all appropriate procedural documents such as:• timekeeping• security		
Office procedures (con.t)		<ul style="list-style-type: none">• dress codes• transportation/driving regulations• phone usage• Review records.		
3.Identify community resources	Explore community resources	<ul style="list-style-type: none">• Interview staff representing the continuum of services available to children and families• Interview community resource representatives• Create a list of community resources		
4.Explain parenting time visits	Learn about parenting time visits	<ul style="list-style-type: none">• Observe and complete an observation sheet and field notes on each observation• Discuss with supervisor and in field seminar		

Agency Field Instructor Signature/Date

Field Liaison Signature/Date

Student Signature/Date

Note: If the student is placed in an approved internship at the Department of Health and Human Services, this addendum is supplemental to the approved DHHS internship evaluation. If the student is placed in a non-DHHS child welfare agency, this addendum is supplemental to the CMU field education evaluation. The student's learning agreement should incorporate the addendum's practice behaviors and activities.

Child Welfare Certificate Agency Field Instructor Acknowledgement Form



Agency Field Instructor Acknowledgement of Child Welfare Certificate requirements

Name of Agency Field Instructor _____

Agency and program _____

Address _____

Phone Number _____

Email Address _____

I acknowledge that I have received, reviewed, and understand the expectations for BSW students completing field education with the child welfare certificate (CWC). This includes the competencies for the CWC. I agree to provide appropriate opportunities and upon completion of the 400 hours of training, to evaluate their skill in required competencies as required by the BSW program. I also understand that the CMU social work program field education staff and faculty are available for further training and consultation as needed.

Signature

Date

Child Welfare Certificate Field Placement Learning Agreement Addendum



Child Welfare Certificate Program Field Placement Learning Agreement Addendum

Students participating in the child welfare certificate program must meet all of the requirements of the program, including a field placement in a child welfare agency (Michigan Department of Health and Human Services, private agency, or tribal child welfare). In field education, the student will be evaluated based on the School's Evaluation Document (called, "Field Instructor Evaluation of the Student"; in reference to the student's learning agreement with the child welfare agency field placement) and this addendum to assure that child welfare competencies and objectives are successfully addressed through relevant practice behaviors and field activities.

The practice behaviors listed below are to be infused with the social work learning agreement during the child welfare field placement. All learning agreements/plans are reviewed by CMU Faculty Liaison. This list of child welfare practice behaviors should be integral to the learning agreement and complement and be redundant, at least in part, to the student's overall field evaluation.

Child welfare includes the prevention of child abuse and neglect, family preservation, child protection and child protective services, when needed, reunification and out-of-home placement, and permanency, such as adoption services. The table below outlines child welfare practice behaviors, the learning objectives, and activities that should be incorporated into the student field education learning agreement. At least one corresponding core competency in the CMU field education program is identified, and an accountability column. Depending on one's field placement, some of the practice behaviors will be more prominent than others, and accompanying activities may be more readily available than others. The student, field instructor and field liaison must assure that required practice behaviors are accomplished; and with other practice behaviors more than one half of these should be successfully met.

This document is supplemental to the field education evaluation. The field instructor and student should indicate when each practice behavior has been completed and rate competency on the scale used in the field education evaluation.

Central Michigan University Social Work—Child Welfare Certificate Program

REQUIRED FOR LEARNING AGREEMENTS AND EVALUATION

Regardless of type of program within an approved child welfare agency field placement, a student in the child welfare certificate program is required to have these experiences.

Competency	Objective	Activities	Field Instructor Rating	Student Self Rating
1.Explain and compare Home Calls	Learn how home calls are conducted.	Observe Home Call: To promote family preservation; On a CPS case; To a foster family and child; On an adoption case;		
2.Identify Court Procedures	Learn how court procedures and processes are conducted.	Observe a variety of child welfare court hearings; Observe a criminal court hearing related to child welfare; Review petitions; Interview a family court judge.		
3.Use Trauma-informed interviewing skills to engage children and families	Learn how to engage children and families	Observe a forensic interview at a Child Advocacy Center; Role play an interview with mentor or supervisor.		
4.Demonstrate Safe Practice Behaviors	Learn about safe practice behaviors	Complete Working Safe/Working Smart training online; Create a list of safety tips to share in the field practice seminar;		
5.Explain the MiTeam Process	Learn the MiTEAM process and the importance of its application as the DHHS	Discuss the MiTEAM process with supervisor; Discuss MiTEAM experiences with other staff;		

	case practice model	Observe MiTEAM meetings.		
6. Use Appropriate Case Documentation and Review Methods	Learn how a case is documented and reviewed	Using a review instrument, discuss cases with your field supervisor and in field seminar class; Observe and practice using the SACWIS case management tool.		
7. Identify the Medical, Mental Health and Educational Needs of Children	Learn about the medical, mental health and educational needs of children	Attend an IEP meeting; Learn about the requirements for meeting children's needs; Learn the process for getting medical/mental health appointments for children.		

ADDITIONAL PRACTICE BEHAVIORS

Regardless of type of program within an approved child welfare agency field placement, a student in the child welfare certificate program is strongly encouraged to have these experiences.

Competency	Objectives	Activities	Field Instructor Rating	Student Self Rating
1.Explain Department of Health and Human Services and Private Agency programs	Learn about the Department of Health and Human Services and Private Agency Foster Care and Adoption services	<ul style="list-style-type: none">• Review programs offered• Review policy• Review the Child Protection Law• Discuss the relationship between DHHS and PAFC with mentor or supervisor		
2.Follow child welfare office procedures	Learn office procedures	<ul style="list-style-type: none">• Collect copies of all appropriate procedural documents such as:• timekeeping• security		
Office procedures (con.t)		<ul style="list-style-type: none">• dress codes• transportation/driving regulations• phone usage• Review records.		
3.Identify community resources	Explore community resources	<ul style="list-style-type: none">• Interview staff representing the continuum of services available to children and families• Interview community resource representatives• Create a list of community resources		
4.Explain parenting time visits	Learn about parenting time visits	<ul style="list-style-type: none">• Observe and complete an observation sheet and field notes on each observation• Discuss with supervisor and in field seminar		

Field Instructor Signature/Date

Field Liaison Signature/Date

Student Signature/Date

Note: If the student is placed in an approved internship at the Department of Health and Human Services, this addendum is supplemental to the approved DHHS internship evaluation. If the student is placed in a non-DHHS child welfare agency, this addendum is supplemental to the CMU field education evaluation. The student's learning agreement should incorporate the addendum's practice behaviors and activities.

Appendix E - Evaluation Instruments

SWEAP Field Instrument



CENTRAL MICHIGAN UNIVERSITY FIELD INSTRUMENT & FIELD COMPLETION SPAS 2019

Confidentiality Statement

The information you provide to SWEAP is valuable to the social work program that built you this survey and educators nationally. Your feedback informs program improvement efforts.

Information collected through this instrument will be combined with similar information from social work programs around the country and presented in a confidential database to SWEAP. Returning this survey indicates that you consent to have your data collected. Your participation to improve social work education is appreciated and voluntary.

Thank You.

Student's Name

Field Practicum Supervisor Education

Please indicate your education background (Mark all that apply)

☐ BA or BS in Human Services field

☐ BA or BS in Social Work

☐ BS

☐ MA in Liberal Arts field

☐ MS in Human Services field

☐ MSW or MAMS in Social Work

☐ MEd

☐ PhD in Human Services field

☐ PhD or DSW in Social Work

☐ Other

Please base your assessment of how well the Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please select your answer. Thank you.

Grade	Performance Level	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context	1	2	3	4	5
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1	2	3	4	5
Intern demonstrates professional demeanor in behavior	1	2	3	4	5
Intern demonstrates professional demeanor in appearance	1	2	3	4	5
Intern demonstrates professional demeanor in oral communication	1	2	3	4	5
Intern demonstrates professional demeanor in written communication	1	2	3	4	5
Intern demonstrates professional demeanor in electronic communication	1	2	3	4	5
Intern uses technology ethically and appropriately to facilitate practice outcomes	1	2	3	4	5
Intern uses supervision and consultation to guide professional judgment and behavior	1	2	3	4	5
Comments					
<div></div>					

[Show the learning goals](#)

Competency 2 - Engage Diversity and Difference in Practice

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level	1	2	3	4	5
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level	1	2	3	4	5
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level	1	2	3	4	5
Intern presents themselves as learners to clients and constituencies	1	2	3	4	5
Intern engages clients and constituencies as experts of their own experiences	1	2	3	4	5
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1	2	3	4	5

Comments

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Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice

Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	1	2	3	4	5
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	1	2	3	4	5
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5
Intern engages in practices that advances social justice	1	2	3	4	5
Intern engages in practices that advances economic justice	1	2	3	4	5
Intern engages in practices that advances environmental justice	1	2	3	4	5

Comments

[Show the scoring guide](#)

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

Intern uses theory to inform scientific inquiry and research	1	2	3	4	5
Intern uses practice experience to inform scientific inquiry and research	1	2	3	4	5
Intern applies critical thinking to engage in analysis of <u>quantitative</u> research methods and research findings	1	2	3	4	5
Intern applies critical thinking to engage in analysis of <u>qualitative</u> research methods and research findings	1	2	3	4	5
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5

Comments

[Show the scoring guide](#)

Competency 5 - Engage in Policy Practice

Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5

Comments

[Show the scoring guide](#)

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

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1	2	3	4	5
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5

Comments

[Show the scoring guide](#)

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

Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

[View the scoring guide](#)

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

Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern uses Inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern facilitate effective transitions and endings that advance mutually agreed-on goals	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

[View the scoring guide](#)

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

Intern selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies evaluation findings to improve practice effectiveness at the micro level	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies evaluation findings to improve practice effectiveness at the mezzo level	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies evaluation findings to improve practice effectiveness at the macro level	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Do you have any other comments?

[Show the scoring guide](#)

Additional Information

Name of Agency

Total Semester Hours Completed

Signatures

Field Practicum Supervisor Signature

By typing your name below, you are "signing" this assessment.

Student Signature

By typing your name below, you are "signing" this assessment.

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

[Submit And Finalize My Responses Above](#)

[Save My Choices Above](#)

Evaluation of Field Practicum by Student

Practicum Evaluation by Student

Q1 Your Name (Student)

☐ First Name _____

☐ Last Name _____

Q2 Agency, School or Program Name of Your Field Assignment

Q3 Name of Field Instructor (supervisor at your agency)

☐ First Name _____

☐ Last Name _____

Q4 This form is completed by the student at the end of the field experience. You will be able to save a summary of your responses at the end of the evaluation.

Q5 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
1. My field practicum was generally stimulating and often required me to think independently and creatively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The tasks assigned to me were appropriately geared to my learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My previous social work courses, assignments, training and experiences helped prepare me for this field practicum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Overall, my work in the field related to my social work courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I did not feel hampered because of my student status in the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
6. The morale of the agency staff had a positive influence on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The policies and practices of the agency enhanced my ability to perform assigned tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Generally, my personal values were consistent with those of the agency where I was placed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Generally, my personal values were consistent with those of my field instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. In general, the location of the field practicum did not pose serious transportation problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
11. I was often encouraged to be innovative in my selection and use of various practice techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Usually, I was assigned an appropriate amount of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. As a result of this experience, I acquired knowledge that is relevant to my career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The standards for student performance and evaluation were reasonable and clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My field instructor was available to me and gave assistance when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
16. Generally, I felt encouraged to make independent decisions and to take initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My field instructor was/is competent in teaching me social work practice skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The amount of supervision I received was adequate for my learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 I had opportunities at my agency (vs. class assignments) to practice/learn skills the following area:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
Direct work with client groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theory – such as taught in SWK 374 & 375	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy related affecting our agency and/or clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social work ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Please give your reaction to the following statements by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree	Not Applicable
20. This field practicum was appropriate for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. At a future date, I would consider working in this type of setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I would recommend this agency as field practicum for other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I would recommend my field instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Please note that the following is the last question on this assessment. After you respond to the question and click on the arrow button below to advance, your responses will be recorded and you will be able to download your response summary.

Q12 Please comment on the quality of our field practicum experience in the following text box. In particular, provide information about why you would/would not recommend the agency or your field instructor to others, and about your learning opportunities. This document is confidential.

Evaluation of Field Practicum by Agency Field Instructor

Practicum Evaluation by Field Instructor

Q1 Your Name (Field Instructor/Agency Supervisor)

First Name _____

Last Name _____

Q2 Agency, School or Program Name

Q3 At the end of this evaluation, you will have the option to download a summary of your responses for your records before exiting.

Q4 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
1. There was ample opportunity to confer with the student prior to the start of the field practicum in order to assure that mutual interest and needs could be met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The social work program provided the agency with adequate information regarding the student to be placed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Materials provided and information received, including that about the student, were provided in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The student seemed adequately oriented to the procedures and requirements of the field practicum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I understood the University's expectations, goals and objectives for the field practicum experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
6. There was a clear relationship between social work courses and student assignments to the field practicum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The student and I arrived at a common understanding regarding the role of the student at the agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The Learning Contract and other required assignments helped me guide the student's learning experience in the field practicum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The role of the faculty Field Liaison was clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. There was ample opportunity to meet or talk with the Faculty Field Liaison to discuss the student's learning experiences in field or to address concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
11. There was ample opportunity to meet or talk with the Faculty Field Liaison regarding evaluating the student's performance in field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The visits with the Faculty field Liaison were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Overall, I am satisfied with the help and support I received from the Faculty Field Liaison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Overall, I am satisfied with the Field Practicum Program at Central Michigan University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The agency was able to provide opportunities for the student to practice the problem solving process with client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
16. The agency was able to provide opportunities for the student to understand social and agency policy concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The agency was able to provide opportunities for the student to understand research and/or practice evaluation concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The agency was able to provide opportunities for the student to practice the roles of a beginning generalist social work practitioner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The agency was able to provide opportunities for the student to understand the major concepts and principles of social work including the ecological perspective (person-in-environment); system theory and a strengths based approach to working with client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. In general, this practicum experience helped the student understand the importance of social work values and ethics in practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8 Please give your reaction to the following statement by selecting the response that best corresponds to your opinion:

	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree	Not Applicable
21. Considering all expectations for learning, I felt prepared to serve as a field instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The training provided for field instructors was helpful in preparing me for my role as a field instructor. (Check N/A if you did not attend this year's training.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Please note that the following is the last question on this assessment. After you respond to the question and click on the arrow button below to advance, your responses will be recorded and you will be able to download your response summary.

As always, thank you for all your with CMU social work students!

Q10 Please indicate any specific comments and suggestions which you feel will be helpful to the Central Michigan University Social Work faculty regarding field practicum. The more specific the comments, the more useful they are in assisting with program improvement.

Appendix F – Forms

Waiver of Liability and Release



COLLEGE OF
LIBERAL ARTS & SOCIAL SCIENCES
SOCIAL WORK
CENTRAL MICHIGAN UNIVERSITY

Social Work Practicum Waiver of Liability and Release

Social Work Program, Anapach 034, Mount Pleasant, MI 48859
Email: sw@cmich.edu Phone: 866-774-2680 Text 866-209-7847

Summer 2025 or 2025-2026 Academic Year Practicums

I have been informed and fully realize there are dangers and risks to which I may be exposed while participating in the **Social Work Practicum**. These risks may include the possibility of slight or severe bodily injury, or death, from hazards including but not limited to slips or falls, communicable diseases such as COVID-19, animal misconduct, traffic or other travel accidents, or other damage to my person, delay or inconvenience, and/or damage to my property while participating in this planned activity. I understand that Central Michigan University does not require me to participate in this activity, but I want to do so, despite the possible risks and this Release.

I, therefore, freely and voluntarily agree to assume and take on myself all of the risks and responsibilities in any way associated with this activity. I release Central Michigan University, its Board of Trustees, the School of Politics, Society, Justice and Public Service, employees, and agents from all liability, claims, and actions that may arise from injury or harm to me, from my death, or from damage to my property in connection with this activity. I understand that this Release covers liability, claims, and actions caused entirely or in part by any acts or failures to act of Central Michigan University, or any of its employees or agents, including but not limited to negligence, mistake, or failure to supervise. I understand that this Release does not apply to instances of intentional misconduct by a University employee or agent.

I know that if I become ill or injured while participating in this activity, I am responsible for my health care expenses and I have made arrangements to handle such expenses through insurance coverage, access to cash, or other methods.

I assume full responsibility for any and all claims and costs arising directly or indirectly from any of my activities, acts, or omissions while participating in this activity.

I further release Central Michigan University, its Board of Trustees, the School of Politics, Society, Justice and Public Service, employees or agents from liability for any claim of loss, injury, or damage to me or my property due to any act, omission, or negligence of parties not an agent or employee of Central Michigan University, including, but not limited to, owners or contractors providing accommodations or other services.

These releases are effective for me, my personal representative, assigns, and heirs.

I HAVE CAREFULLY READ AND UNDERSTAND COMPLETELY THE ABOVE PROVISIONS, AND VOLUNTARILY SIGN THIS RELEASE.

Print Participant's Name: _____

Participant's Signature: _____ Date: _____

If a student is under age 18, a signature is also required from a parent or guardian.

Parent/Guardian's Signature: _____ Date: _____

Field Placement Availability Form

Field Placement Availability Form

Q1 This form is used to identify and plan placements for social work students in their senior year field education practicum experience. For more information on requirements, please contact our office at 989.774.2690 or swk@cmich.edu.

Q2 Agency Information

☐ Agency Name _____

Director/Department Head

☐ Agency Address _____

☐ Address 2 _____

☐ City _____

☐ State _____

☐ Postal code _____

☐ Phone _____

☐ Fax _____

☐ General Email Address (if applicable)

Q3 Please designate someone to serve as an Educational Liaison to act as the primary contact. This person will receive all mailings from the Social Work program.

Liaison First Name _____

Last Name _____

Title _____

Address (if different from above)

Address 2 _____

City _____

State _____

Zip _____

Phone _____

Email _____

Q4 How many students do you anticipate being able to accommodate?

Note: Students are required to complete approximately 14 hrs/week or 200 hrs/each of two semesters.

☐ 1 Student

☐ 2 Students

☐ 3 Students

☐ More than 3 students (please identify number)

Q5 Please list special requirements that your agency requires of interns (e.g., use of personal vehicle, background checks, previous experience, etc.).

Q6 Agency Hours (indicate if evenings are required):

Q7 Description of Agency (including theoretical focus if applicable):

Q8 Service Areas of the Agency (check all that apply):

- ☐ Addiction/Substance Abuse
- ☐ Adoption
- ☐ Adult Psychiatry/Mental Health
- ☐ Child Welfare
- ☐ Community Based Services
- ☐ Community/Locality Development
- ☐ Corrections/Criminal Justice
- ☐ Domestic Violence
- ☐ Early Childhood Intervention
- ☐ Education
- ☐ Food Assistance
- ☐ Foster Care
- ☐ Government Policy/Planning
- ☐ Health
- ☐ HIV/AIDS
- ☐ Home Care
- ☐ Homeless/Housing
- ☐ Physical/Developmental Challenges
- ☐ Rehabilitation
- ☐ Social Supports
- ☐ Social Planning/Research
- ☐ Other (please list) _____

Q9 Populations Served by Agency (check all that apply):

- ☐ Aging/Gerontology
- ☐ Children, 0-5 years of age
- ☐ Children, school-age
- ☐ Primarily men
- ☐ Specialized women's services
- ☐ Veterans
- ☐ Youth
- ☐ Other _____

Q10 Diverse Populations Served by Agency (check all that apply):

- ☐ Native American
- ☐ African American
- ☐ Latino
- ☐ Asian American
- ☐ LGBTQ
- ☐ Persons with developmental disabilities
- ☐ Persons with other disabilities, e.g., deaf
- ☐ Other diverse population (please list) _____

Q11 Identify the types of generalist social work experiences available at your agency and how the experience will be provided. Indicate all that apply.

	Observer	Co-facilitate with other practitioners	Work independently	Experience is not available
Advocacy/Social Action - Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy/Social Action - Macro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment (psychosocial, intake, and/or client interview about current situation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case Management; individuals, families, couples and/or groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child welfare case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community organization (Mezzo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Court Liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crisis Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundraising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals (Micro)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interventions with individuals, couples, families, or group to enhance or restore the capacity for social functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor client's compliance with program expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy/Macro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Evaluation/Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide life-skills training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referral to community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Victims' assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops/Seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please list)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please list)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please list)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 Possible Project Assignments:

Q13 Please identify those interested in serving as a Field Instructor (direct supervisor). Note that an additional and more detailed form will need to be completed for each field instructor.

- ☐ First Name _____
- ☐ Last Name _____
- ☐ Email _____
- ☐ Degree/Qualifications _____
- ☐ Program Area _____
- ☐ Treatment Model (e.g., assessment & referral, community service, rehab, residential)

- ☐ Has this person supervised social work interns in the past?

- ☐ If yes, how long? _____

Q14 Please identify those interested in serving as a Field Instructor (direct supervisor). Note that an additional and more detailed form will need to be completed for each field instructor.

- ☐ First Name _____
- ☐ Last Name _____
- ☐ Email _____
- ☐ Degree/Qualifications _____
- ☐ Program Area _____
- ☐ Treatment Model (e.g., assessment & referral, community service, rehab, residential)

- ☐ Has this person supervised social work interns in the past?

- ☐ If yes, how long? _____

Q15 Please identify those interested in serving as a Field Instructor (direct supervisor). Note that an additional and more detailed form will need to be completed for each field instructor.

First Name _____

Last Name _____

Email _____

Degree/Qualifications _____

Program Area _____

Treatment Model (e.g., assessment & referral, community service, rehab, residential)

Has this person supervised social work interns in the past?

If yes, how long? _____

Q16 Information for person completing this form.

First Name _____

Last Name _____

Title _____

Email _____

Phone _____

Affiliation Agreement

AFFILIATION AGREEMENT

By and Between

CENTRAL MICHIGAN UNIVERSITY

And

(Click or tap here to enter text.)

This Affiliation Agreement ("AGREEMENT") is made as of this *(Click or tap here to enter text.)* day of *(Click or tap here to enter text.)*, 20*(Click or tap here to enter text.)*, between Central Michigan University ("UNIVERSITY"), a public university established by the constitution and laws of the State of Michigan, located at 1200 South Franklin Street, Mount Pleasant, Michigan and *(Click or tap here to enter text.)* located at *(Click or tap here to enter text.)*, ("AGENCY"). UNIVERSITY and AGENCY may hereinafter be referred to individually as the "Party" or collectively as the "Parties".

RECITALS

WHEREAS, the UNIVERSITY is an accredited public institution of higher education offering certificate, undergraduate, and graduate degree programs.

WHEREAS, the UNIVERSITY offers the Bachelor of Social Work Degree ("Program") that requires that enrolled students receive a(n) practicum, ("Practical Experience") as a part of their professional preparation. The UNIVERSITY desires to enter into an AGREEMENT with the AGENCY so that UNIVERSITY students enrolled in the Program may receive this Practical Experience at the AGENCY or one of the AGENCY's affiliates.

WHEREAS, the AGENCY has an interest in and the resources for providing the Practical Experience for UNIVERSITY students.

NOW THEREFORE, the Parties agree as follows:

Article I - Responsibilities of the UNIVERSITY

- 1.01 Plan and Administer: Plan and administer, in consultation with the representatives of the AGENCY, the Practical Experience component of the Program for the students assigned to the AGENCY.
- 1.02 Placement Plan: Provide the AGENCY with its overall plan for the placement of students at the AGENCY at least four (4) weeks prior to the commencement of the academic term, unless both parties agree to an alternate timeframe. The overall plan shall include, at a minimum, the objectives of the academic plan, the number of students to be assigned, the dates and times of assignment, and the level of each student's academic preparation. The UNIVERSITY will consider any modification necessary to accomplish the reasonable requirements of the AGENCY.
- 1.03 Provide Names of Students: Provide the names of students as soon as possible after registration for each semester, but no later than four (4) weeks prior to the beginning of placement at the AGENCY, unless both parties agree to an alternate timeframe.
- 1.04 Pre-Placement Instruction: Provide adequate pre-placement instruction to each student in accordance with standards acceptable to both parties, and to present for placement only those students who have successfully completed the pre-placement instructional program.

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LRS-Approved April, 2021;
Updated October, 2021

- 1.05 Instruction of Regulations and Procedures: Instruct students submitted for the Practical Experience on the general regulations and procedures identified by the Parties as necessary, including those regulations and procedures concerning:
- A. That the student has responsibility to adhere to AGENCY policies, procedures, and regulatory standards of practice.
 - B. That the student has responsibility for maintaining the confidentiality of AGENCY records and information during the practicum, and that this duty of confidentiality survives the termination of and/or expiration of the Practical Experience and/or this AGREEMENT.
 - C. That AGENCY staff has authority to direct the actions of the student during the Practical Experience.
 - D. That the student has responsibility to sign and accept the terms and conditions of the AGENCY Student Practicum Agreement as required by the AGENCY, hereby incorporated as EXHIBIT Exhibit A, if applicable.
- 1.06 Health Insurance: Inform each student submitted for placement of the requirement to have in force health insurance policies of a scope and with limits satisfactory to the AGENCY. The UNIVERSITY shall inform each student of the importance of maintaining in force such a policy to defray the cost of hospital and medical care that may be incurred during the period of placement. The UNIVERSITY will also inform each student of the potential monetary liability the student might incur because of failure to maintain sufficient coverage.

Article II: Responsibilities of the AGENCY

- II.01 Plan and Administer: Plan and administer all aspects of client services at its facilities. The AGENCY has primary and ultimate responsibility for the quality of care and/or service, and as such, AGENCY staff has final responsibility, authority, and supervision over all aspects of client services. UNIVERSITY will inform students to abide by such supervision direction at all times.
- II.02 Supervision of Students: Provide qualified supervision of students during their placement. AGENCY supervisory employees may, in an emergency or based upon applicable standards of care/operations, temporarily relieve a student from a particular assignment or require that a student leave an area or department pending a final determination of the student's future status by the Parties.
- II.03 Placement of Students: Cooperate with the UNIVERSITY in the planning and conduct of the students' placements in order that the placements may be appropriate to the UNIVERSITY's educational objectives.
- II.04 Facilities: Make available to students the use of its cafeteria, conference rooms, dressing or locker rooms, library, or any other appropriate facilities as required by the Practical Experience. Except for charges for food consumed by the student, there should be no charge to the student for this access.
- II.05 Pre-Placement Instruction: Provide the UNIVERSITY with all rules, regulations, procedures, and information necessary for pre-placement instruction no later than thirty (30) days prior to the beginning of the Practical Experience.

II.06 Release and Withdrawal of Students:

- A. Have the authority to refuse any student who was previously discharged for cause, relieved of responsibilities for cause, or who would not be currently eligible to be employed by the AGENCY. The AGENCY shall notify the UNIVERSITY of its refusal to accept a student and the attending reasons for the refusal, in writing and within a reasonable timeframe.
- B. Have the authority to request the withdrawal of any student from the Practical Experience for reasonable cause related to the need to maintain an acceptable level of client services, and the UNIVERSITY shall immediately comply with the request. The request shall be in writing and shall state the reason for the request.
- C. In the event the UNIVERSITY does not agree with the AGENCY's refusal to accept a student or request for withdrawal, it shall provide the AGENCY with a written statement setting forth the reasons for any such disagreement within ten (10) working days after receipt of the written notice. The AGENCY's final decision shall be rendered within five (5) working days after receipt of the UNIVERSITY's written statement of disagreement.

II.07 Learning Assessment: The AGENCY will, upon request, assist the UNIVERSITY in the assessment of the learning and performance of participating students by completing assessment forms provided by, and then returned to, the UNIVERSITY in a timely fashion, as appropriate.

Article III: Mutual Responsibilities

III.01 Refusing to Accept or Withdrawal of a Student: In the event that either party is determined by any court or administrative agency of competent jurisdiction to have acted in an unlawful manner in refusing to accept or requesting the withdrawal of a student, the offending party shall defend, indemnify, and hold the other party harmless from any and all claims and costs arising from its unlawful act. Each party shall promptly notify the other party of any such claim, provide the other party an opportunity to defend, and provide all reasonable assistance, except financial, in making such defense. No settlement of any such claim shall be effected without the consent of the other party.

III.02 Students Non-Employee Status: Students assigned to this Practical Experience should be considered students and not employees of either party, thus are not covered by the UNIVERSITY or AGENCY for purposes of compensation, fringe benefits, workers' compensation, unemployment compensation, minimum wage laws, income tax withholding, social security, or any other purpose. Students are placed with the AGENCY to receive educational experience as a part of his/her academic curriculum; those duties performed by students are not performed as employees, but in fulfillment of these academic requirements and are performed under supervision. At no time shall students replace or substitute for any employee of the AGENCY. This provision shall not be deemed to prohibit the employment of any such student by either party under a separate employment agreement. The UNIVERSITY will notify each student of the contents of this paragraph.

III.03 Monetary Consideration: There shall be no monetary consideration paid by either party to the other, it being acknowledged that the Program provided hereunder is mutually beneficial. The parties shall cooperate in administering this Program in a manner that will tend to maximize the mutual benefits provided to the UNIVERSITY and AGENCY.

III.04 Confidentiality:

- A. The parties acknowledge that many student records and other personally identifiable information regarding the UNIVERSITY, and if applicable AGENCY, students ("Education Records") are protected by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, and its implementing regulations, 34 C.F.R. § 99.1 et seq. The UNIVERSITY shall advise its students placed at AGENCY under this AGREEMENT that they must act pursuant to FERPA with regard to any student Education Records they may have access to as part of their Practical Experience at the AGENCY. AGENCY shall not release information contained in the UNIVERSITY students' Education Records, but shall instead refer all requests for information respecting such Education Records to the UNIVERSITY.
- B. If applicable, the UNIVERSITY shall advise its students placed at AGENCY under this AGREEMENT that they must act pursuant to all applicable federal and state laws and regulations regarding confidentiality of client/patient information and records, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- C. Notwithstanding the foregoing, nothing in this AGREEMENT shall prevent either party from producing documents or disclosing information that is required by law (such as the Michigan Freedom of Information Act [FOIA]) or a valid production document (such as a warrant or subpoena).

III.05 Compliance with Laws: Both Parties promise to act in an ethical and responsible manner for their respective activities and actions taken on its behalf under this program, and agree to comply with all applicable federal, state, and local laws, regulations, statutes, and ordinances. CMU, an AA/EO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community. Both parties promise not to discriminate against persons based on age, color, disability, ethnicity, familial status, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, transgender status, veteran status, or weight (see <http://www.cmich.edu/oscris>).

III.06 Indemnity Provisions: To the extent permitted by applicable law, each party agrees to defend, indemnify, and hold harmless its officers, directors, employees, and agents from and against liability, loss, cost and/or expense, including providing a defense, and/or from and against claims for injury and/or damages by third parties arising out of this AGREEMENT, but only in proportion to and to the extent such liability, loss, cost and/or expense, and/or claims for injury and/or damages are caused by or result from the negligent acts or omissions or intentional acts or omission of its officers, employees, agents, or persons acting under its direction and control.

III.07 Insurance: Both UNIVERSITY and AGENCY agree to maintain in full force and effect for the term of this AGREEMENT commercial general liability insurance or its equivalent with minimum limits of coverage not less than \$1,000,000 per occurrence and \$3,000,000 in the general aggregate. A certificate of insurance will be furnished to the other party, upon request, indicating effective coverage and liability limits.

III.08 Non-Teaching Designator: No provision of this AGREEMENT shall prevent any client from requesting not to be a teaching client or prevent any member of the AGENCY's staff from designating any client as a non-teaching client.

- III.09 Extension of Rights: This AGREEMENT is intended solely for the mutual benefit of the Parties. There is no intention, express or otherwise, to create any rights or interests for any party or person other than the UNIVERSITY and the AGENCY; without limiting the generality of the foregoing, no rights are intended to be created for any client, student, parent or guardian of any student, employer, or prospective employer of any student.
- III.10 Sole Conduct: In the performance of respective duties and obligations under this AGREEMENT, the UNIVERSITY and AGENCY are independent contractors, and neither is the agent, employee, or servant of the other, and each is responsible for its sole conduct.
- III.11 Contacts: Any and all notices given under this AGREEMENT shall be directed to:

UNIVERSITY:

Erica Shifflet-Chila, PhD, LMSW
 School of Politics, Society, Justice and Public
 Service
 College of Liberal Arts and Social Sciences
 Central Michigan University
 Anspach Hall 034
 Mount Pleasant, Michigan 48859

 Phone: 989-774-2690
 Fax: 989-774-n/a
 Email: shifflet@cmich.edu

With a copy to:

Central Michigan University
 Licensure, Regulatory Services & Human Capital
 Attn: Agreements Coordinator
 1101 S. Washington Street, Ronan Hall 350
 Mount Pleasant, Michigan 48859
 Email: agreements@cmich.edu

AGENCY:

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- III.12 Term and Termination of Agreement: This AGREEMENT will become active as of the Effective Date and shall terminate on the [Click or tap here to enter text.](#) day of [Click or tap here to enter text.](#), 20th [Click or tap here to enter text.](#). However, it may be terminated by either party upon ninety (90) days written notice of termination, provided that the student then receiving instruction in any program shall be given an opportunity to complete the full program during that instructional period.
- III.13 Entire Agreement: This AGREEMENT constitutes the entire understanding of the Parties and supersedes all prior discussions, negotiations, and agreements. This AGREEMENT may only be altered, modified, or amended by the written consent of both parties. The invalidity or enforceability of any other provision of this AGREEMENT shall not affect the validity or enforceability of any other provision of this AGREEMENT, which shall remain in full force and effect.
- III.14 Headings: The headings of Articles and Sections in this document are for convenience of reference only, and are not part of this AGREEMENT. The Recitals are part of this AGREEMENT.

III.15 Changes to Agreement: No amendment or modification to this AGREEMENT shall be effective unless in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this AGREEMENT as of the day and year first above written.

UNIVERSITY:

Signed: _____

Name:

Title:

Date: _____

AGENCY:

Signed: _____

Name: (Click or tap here to enter text.)

Title: (Click or tap here to enter text.)

Date: _____

Agency Field Instructor Data Form

Field Instructor Data Form

Q1 This form is for collecting and updating information about field instructors for CMU's Social Work Program. If you have any questions at all, do not hesitate to contact our office at (989) 774-2690 or swk@cmich.edu.

Click the arrow button below to complete the online form.

Q2 General Information

- First Name _____
- Last Name _____
- Agency Name _____
- Address _____
- Address 2 _____
- City _____
- State _____
- Postal code _____
- Email _____

Q3 I identify my gender as:

- ☐ Female
- ☐ Male
- Other (specify) _____

Q4 My preferred gender pronouns are:

- ☐ she, her, hers
- ☐ he, him, his
- ☐ they, them, theirs
- ☐ Other (specify) _____

Q5 Are you Spanish, Hispanic, or Latino or none of these (select all that apply).

- ☐ Spanish
- ☐ Hispanic
- ☐ Latino
- ☒ None of these

Q6 Choose one or more races that you consider yourself to be:

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Other (specify) _____

Q7 Undergraduate education

- ☐ Degree _____
- ☐ Major(s) _____
- ☐ Minor(s) _____
- ☐ College or University _____
- ☐ Date Degree Awarded (month & year)

Q8 Graduate education

Degree _____

College or University _____

Date Degree Awarded (month & year)

Q9 Other degree information

Degree _____

College or University _____

Date Degree Awarded (month & year)

Q10 Provide the following information about your present professional position

Employer _____

Job Title _____

Employment Start Date (month & year)

Main duties/responsibilities

Q11 Provide information about your prior professional experience (list most recent experiences first).

	Employer	Job Title	Dates	Brief Description
Most recent prior position				
Next prior position				
Next prior position				
Next prior position				
Next prior position				
Next prior position				
Next prior position				

Q12 Describe your experience working with diversity and inclusion.

Q13 Describe your specific interest in and motivation for having a role educating students.

Q14 Describe your prior social work field instructor experience. Identify the program and length of your experience.

Q15 Describe any training you have had in working with social work students.

Q16 List your current memberships in professional organizations.

Q17 List your certifications and/or specialties.

Q18 Identify any other relevant training or experience.

Q19 Additional comments for the field director and/or the social work program.

Report on Placement Agency



COLLEGE OF
LIBERAL ARTS & SOCIAL SCIENCES
SOCIAL WORK
CENTRAL MICHIGAN UNIVERSITY

Report on Placement Site

Social Work Program, Anepach Hall 034, Mount Pleasant, MI 48859
Phone: 989.774.2690 E-mail: swk@cmich.edu

After interviewing the student, the site representative uses this form to report the placement outcome to the Social Work Program within five business days. If you have questions or need more time to consider the placement do not hesitate to contact the Field Coordinator, Dr. Erica Shifflet-Chila, at (517) 404-9495 or leave a message with our office at (989) 774-2690.

Site Name: _____ Today's Date: _____

Site Representative Name: _____

Student Name: _____

Student Interview Date: _____ Student has not interviewed: ☐

Student has been accepted: ☐ Student has not been accepted: ☐

Reason(s) for not interviewing/accepting the student (if applicable): _____

If the student was not interviewed or accepted for placement, you may stop here and send this form via email to swk@cmich.edu. If the student has been accepted for placement, please complete the remainder of this form, including the second page.

Please list any requirements that your agency requires of interns (e.g. use of personal vehicle, background checks, previous experience, etc.). Per the CMU Social Work Field Education Manual, students should not transport clients in their personal vehicles. If transporting clients is required by the internship, students are expected to have access to an agency vehicle.

Supervision Information:

BSW students must receive regular supervision from a practicum instructor and have weekly contact with a social worker to address social work content. These do not have to be the same person. Please identify the type of supervision the student will receive.

- ☐ A. The field instructor has a social work degree from a CSWE accredited program.
- ☐ B. The field instructor does not hold a social work degree, and the student will receive weekly contact with a social worker at the agency or on the Board. The daily supervisor and social worker will be jointly responsible for determining the learning contract and for the student's evaluation.
- ☐ C. There is no social worker available. We request that the Social Work Program provide the required social work content.

Field Instructor (Site Supervisor) Contact Information:

Please provide contact information for the agency employee who will supervise the student's field education.

Instructor Name: _____

Job Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Email: _____ Phone: _____

College Degree: ☐ BSW ☐ MSW Other: _____

Social Worker Contact Information (if option B from above is selected):

Social Worker Name: _____

Email: _____ Phone: _____

Social Work Degree: ☐ BSW ☐ MSW Other: _____

Additional Comments from Field Instructor or Social Worker:

Person Completing Form: _____ Date: _____

Return completed form to:
(email preferred)

Field Coordinator
Anspach Hall 034
Mount Pleasant, MI 48859

Phone: (989) 774-2690
Email: swk@cmich.edu

Appendix G - Code of Ethics

Code of Ethics of The National Association of Social Workers

Access the Code of Ethics online at: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>