

Lancaster Bible College

Social Work Program

Field Education Manual



**LANCASTER
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Table of Contents

Topic	Page Number
Welcome	3
About the Social Work Program	5
History	5
Program Mission and Goals	5
Program Competencies and Behaviors	7
Collaborative Team for Field Education	10
Course Descriptions and Documentation Requirements	13
Curriculum Sheet	13
Overview of Field Instruction Competency Resources	15
Documentation	15
SWK Program/Student Documentation Requirements	15
1. Application for Placement in a Field Setting	15
2. Affiliation Agreement	15
3. Contract Agreement	16
4. Learning Plan	16
5. Student Log	16
6. Internship Hours Verification Form	17
7. Field Setting Evaluation	17
Field Instructor Documentation Requirements	18
1. Brief Overview of the LBC Field Experience	18
2. Field Instructor Evaluation	18
3. Field Instructor’s Manual	18
Policies	18
1. Criteria for the Admission to Field	18
2. Required Hours of Field Internship	20
3. Selection of Field Setting	20
4. Professional Practice Liability Coverage	21
5. Field Instructor Orientation and Training	21
6. Field Instructor Selection and Supervision	22
7. Placing and Monitoring Students	22
8. Learning Plan and Learning Opportunities	23
9. Problem-Solving	24
10. Termination of Student from the Field Internship	24
11. Evaluating Student Learning and Field Setting Effectiveness	24
12. Transportation	25
13. Student Internship and Employment Considerations	25
14. Additional Policy Considerations	26
Student Resources	26
Field Education Assessment	27
Forms and Attachments	31
SWK Program/Student Forms	
Attachment A: Student Handbook for Internship Placement	32
Form B: Application for Placement in a Field Setting	43
Form C: Affiliation Agreement	47

Form D: Contract Agreement	52
Form E: Learning Plan	55
Form F: Student Log	67
Form H: Internship Hours Verification Form	79
Form L: Field Setting Evaluation	80
Field Instructor Forms	
Attachment I: Brief Overview of the LBC Field Experience	81
Form J: Field Instructor Evaluation	84
Attachment K: Competencies, Behaviors and Suggested Activities	91
Attachment M: Field Instructor's Manual	103

Welcome to Lancaster Bible College Social Work Program!

Social Work is a rewarding profession. Students who enter the Program find that they want to change the world. Through coursework and hands on learning experiences, they see the reality that they can be the change that they want for the world.

The Social Work Program at Lancaster Bible College prepares students for work within society and the faith based-community. Students interact with the realities of a broken world with many individuals struggling for basic survival.

Field Education is an integral piece for connecting the theoretical knowledge base of a social work with the practical skills required for effective, competent and compassionate social workers. Through the observation and practice of skills within a field internship, the student learns to be a change agent for individuals, families, groups, organizations and communities. The attention and care that Field Instructors employ to cultivate tomorrow's social workers serves as the bridge between the classroom setting and the practice context.

Thank you for your investment in the lives of social work students. May you be blessed by your contribution to the field of Social Work. You are that change agent!

Sincerely

Kurt E. Miller, DSW
Social Work Program Director
kmiller@lbc.edu
717-569-7071, x5354



Mary Yager, MSW
Social Work Program Field Director
myager@lbc.edu
717-569-7071, x5404



About the Social Work Program

History of the Social Work Program

LBC has been offering social work courses since 2004; however, the Program did not pursue accreditation through the Council on Social Work Education (CSWE) until 2012. The process of accreditation was initiated at that time with the resulting Candidacy status granted in February 2014 and continued for a second year in February 2015. We received initial accreditation through CSWE in February 2016.

Program Mission and Goals

The mission statement of the Lancaster Bible College Social Work Program is as follows:

The Lancaster Bible College Social Work Program exists to equip students to serve society and the Church through generalist social work practice and lay the foundation for graduate studies in the field of Social Work within the context of a biblical worldview.

The Lancaster Bible College Social Work Program prepares students to engage in contexts within the broader society in human services as well as in faith-based contexts. The students are exposed to a person-in-environment approach to understanding human behavior. This approach drives students to synthesize human well-being at each point along the continuum of the helping relationship. The students are taught to use a strengths-based approach to practice with individuals, families, groups, organizations and communities. Lancaster Bible College supports global experiences for all students, requiring each learner to document as part of a graduation requirement a cross-cultural experience. This requirement is separate from the student's field experience provided through the Social Work Program. In addition, the students engage in service opportunities throughout their years of study. Students have traveled to contexts that encourage experience with diverse populations—both domestically and internationally. The students in the Social Work Program are exposed to diversity issues in every Social Work course as discussions of diversity are intentionally woven throughout the curriculum. Valuing human diversity sets the framework for practice within the social work context. The knowledge that the student receives is developed through their research of human behavior as well as information about policy and practice that is emphasized during their foundational years of study. This scientific and methodical approach to understanding the complexities of the human experience is built in an intentional way through the use of the generalist social work approach that is imbedded in the core Social Work courses. Discussion pertaining to the spiritual realities of the human experience has afforded the community within the Lancaster Bible College Social Work Program to understand many aspects of human justice. Understanding poverty from a context that intersects with faith challenges student's understanding and broadens the reality of the human experience, encouraging students to speak up for human rights in a practice context. Careful attention is given to expose students to opportunities in which rich dialogue exists to enhance their worldview.

The Lancaster Bible College Social Work Program has identified the following goals that flow from the mission:

- Prepare students for generalist practice with individuals, families, groups, and communities;
- Develop student understanding of policy and practice, with an emphasis on advocacy which advances human rights;
- Prepare students for culturally relevant and competent practice with diverse populations, valuing human relationships in every context;
- Recognize the value of self-discovery awareness opportunities in the classroom, in the community and other interpersonal relationships, instilling in the students a desire to value human relationships in every context;
- Prepare students to engage in lifelong learning and professional development through research informed practice and practice informed research
- Interpret social work knowledge, values and skills through a biblical worldview

Specific goals have been identified and will be measured through time. Each of these goals have been intentionally developed to support the knowledge, values and skills that the Social Work Program desires to accomplish through the flow of the curriculum for the students. The curriculum and learning experiences will build on each other and assist in developing a thorough understanding of generalist practice. The Program will provide a foundation for advanced learning at a graduate level by ensuring the students reach each goal in their undergraduate experience. It is the desire of all LBC graduates to effectively serve within the community, developing a ministry mindset therefore valuing all interactions with people from diverse backgrounds and experiences.

In addition, the Social Work Program has identified the following Program Objectives of the Program which directly relate to the Program Goals as follows:

Goal 1: Prepare students for generalist practice with individuals, families, groups, and communities

Program Objective 1: Engage in contexts within the broader society.

Program Objective 2: Summarize generalist practice approach to understanding human behavior in light of a biblical worldview.

Program Objective 3: Demonstrate the planned change process with individuals, families, groups, organizations and communities.

Goal 2: Develop student understanding of policy and practice, with an emphasis on advocacy which advances human rights

Program Objective 4: Develop a missional mindset with a specific interest in human and economic justice.

Program Objective 5: Evaluate policy and practice as it relates to human rights and economic justice.

Goal 3: Prepare students for culturally relevant and competent practice with diverse populations, valuing human relationships in every context

Program Objective 6: Demonstrate relevant cultural language, behaviors, and attitudes toward diverse populations and contexts.

Program Objective 7: Value the human experience in all contexts engaging in relationships in life, ministry and work.

Goal 4: Recognize the value of self-awareness opportunities in the classroom, in the community and other interpersonal relationships, instilling in the students a desire to value human relationships in every context

Program Objective 8: Interpret human behavior along the continuum of the helping relationship.

Program Objective 9: Prepare for work with individuals, families, groups, organizations and communities through the continual process of assessing oneself.

Goal 5: Prepare students to engage in lifelong learning and professional development through research informed practice and practice informed research

Program Objective 10: Interpret social work through the lens of practice informed research.

Program Objective 11: Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.

Goal 6: Interpret social work knowledge, values and skills through a biblical worldview

Program Objective 12: Formulate a biblical worldview demonstrated in life and ministry.

Program Objective 13: Synthesize the strengths-based perspective with a biblical approach to understanding people and the world

Program Competencies and Behaviors

The CSWE competencies are operationalized by the following:

- 1) Demonstrate Ethical and Professional Behavior
 - a) 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 code of ethics as appropriate to context.
 - b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

- d) Use technology ethically and appropriately to facilitate practice outcomes; and
 - e) Use supervision and consultation to guide professional judgment and behavior.
- 2) Engage Diversity and Differences in Practice
- a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
 - b) Present themselves as learners and engage clients and constituencies as experts of their own understanding; and
 - c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- 3) Advance Human Rights and Social, Economic, and Environmental Justice
- a) Apply knowledge of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - b) Engage in practices that advance social, economic, and environmental justice.
- 4) Engage in Practice-informed Research and Research-informed Practice
- a) Use practice experience and theory to inform scientific inquiry and research;
 - b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - c) Use and translate research evidence to inform and improve practice, policy, and service delivery.
- 5) Engage in Policy Practice
- a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
 - b) Assess how social welfare and economic policies impact the delivery of and access to social services; and
 - c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- 6) Engage with Individuals, Families, Groups, Organizations, and Communities
- a) Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
 - b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 7) Assess Individuals, Families, Groups, Organizations, and Communities
- a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - b) 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;
 - c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and preferences of clients and constituencies; and
 - d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 8) Intervene with Individuals, Families, Groups, Organizations, and Communities
- a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- b) Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 - c) Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes;
 - d) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
 - e) Facilitate effective transitions and endings that advance mutually agreed-on goals.
- 9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- a) Select and use appropriate methods for evaluation of outcomes;
 - b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
 - d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

In addition to the 9 competencies and related behaviors established by CSWE, Lancaster Bible College has added an 10th competency and three behaviors that reflect our Christian commitment.

- 10) Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families, Groups, Organizations, and Communities
- a) Identify personal values and behaviors that emerge from a biblical worldview
 - b) Demonstrate behaviors that are aligned with a biblical worldview
 - c) Articulate how the spiritual dimension is an integral part of the whole person

Students placed in field instruction will be required to document their competence for each of the Competencies as well as their ability to demonstrate specific behaviors in their Field Setting. The Field Instructor will be required to document the student's competence through the Field Instructor Evaluation Tool.

Visit the LBC Social Work Program Field Education at the following link to learn more:

<https://www.lbc.edu/undergraduate/academics/academic-departments/counseling-social-work/social-work/field-education/>

Collaborative Team for Field Education

The following individuals are part of the collaborative team to ensure student success in Field Education:

Student:

- The individual consumer of field instruction.

Field Director, an employee of the LBC Social Work Program:

- Provides oversight of the field instruction for the student
- Maintains and updates the Field Instructor Manual
- Assists in the development of policies related to the Program
- Assists with the orientation and training of Field Instructors
- Initiates relationships with agencies in the community to develop field relationships
- Advises students in Field, preparing for graduation and future employment and/or education
- Teaches the Field Seminar classes
- Ensures the student develops a Learning Plan with the Field Instructor
- Assesses student performance in the classroom
- Reviews the final Field Instructor Evaluation tool with the student upon completion of the field internship
- Ensures the student completes the Field Setting Evaluation and maintains this information
- Compiles the student assessment data from the Field Instructor Evaluation at mid-term and final and reports this to the Field Director and Program Director

The contact person in this role is: Mary Yager, MSW
myager@lbc.edu
717-569-7071, 5404

Field Liaison, an employee of the LBC Social Work Program:

- Provides support, assistance, problem-solving, education and other learning opportunities for the Field Instructors
- Participates in the Field Instructor Orientation and Training events
- Ensures the student's Learning Plan is followed throughout the internship experience
- Conducts the field visits to the various placement settings 2 times during the student's internship
- Assists in ongoing Program accreditation efforts

The contact person in this role is: Carla Kouterick, MSW, LSW
ckouterick@lbc.edu
717-368-2971

Field Instructor, an employee of the Field Setting or provided by the Social Work Program for those students in settings where there is no BSW or MSW staff person:

- Attends the Field Instructor Orientation and Training
- Provides ongoing supervision to the student intern
- Assists student in the approval of the student Learning Plan
- Provides learning opportunities for the student based on the competencies of social work
- Completes the mid-term and final student evaluation
- Participates in the Field Liaison site visits

The contact person in this role if the Social Work Program provides this level of supervision is:

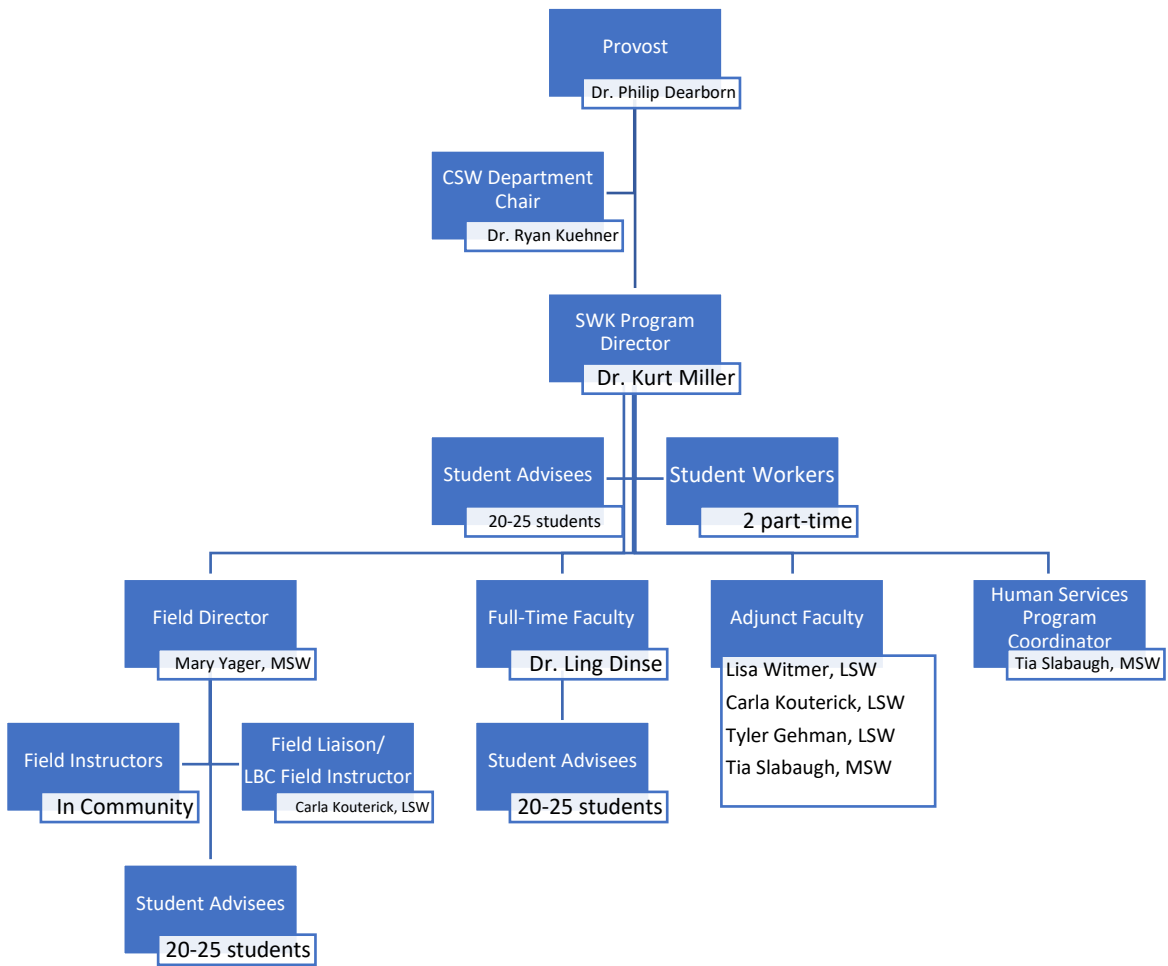
Carla Kouterick, MSW, LSW
ckouterick@lbc.edu
717-368-2971

Program Director, an employee of the LBC Social Work Program:

- Directs the Social Work Program
- Develops the Field Education Manual in consultation with the Field Director
- Completes the Social Work Program Assessment of Student Learning Outcomes

The contact person in this role is: Dr. Kurt E. Miller
kmiller@lbc.edu
717-569-7071, 5354

The following serves as the general administrative structure of the Social Work Program from Academic Vice President to Student level.



Course Descriptions and Documentation Requirements

The following represents the current curriculum flow for students within the Social Work Program:

LBC 101: Engaging Faith and Life	3	BIB 105: Biblical Hermeneutics	3
THE 105: Prelude to Biblical and Theological Studies	3	LIT Core (100-200 Level)	3
LAN 101: College Composition & Research	3	PHE Elective	1
LAN 104: Public Speaking	3	POL 202: American Government	3
SWK 102: Introduction to Social Work	3	SOC 101: General Psychology	3
		SWK 204: Cultural Diversity	3
Total Credits	15	Total Credits	16
CSV 201: Christian Service 1	0	CSV 202: Christian Service 2	0
BIB 103: OT 1: Creation and Covenants	3	BIB 104: OT 2: Israel's Life & Literature	3
PHE Elective	1	THE 223: Christian Narrative 1	3
SCI 101: General Biology	3	MAT 216: Statistics for the Social Sciences	3
SCI 101L: General Biology Lab	1	THE 202: Theology of Political Engagement	3
SOC 203: Principles of Sociology	3	SWK 202: Social Welfare Policy	3
A&S Elective (100-200 level)	3	SWK Program Elective	3
SWK 206: Human Behavior & the Social Environment 1	3	Total Credits	18
Total Credits	17		
BIB 203: NT I: Life of Christ	3	BIB 204: NT II: Early Church: NT II	3
THE/BIB Focused Elective	3	BOT: Old Testament Elective	3
THE 224: Christian Narrative 2	3	_____: Arts & Sciences Elective (300 level)	3
SWK Program Elective	3	HIS Core: (100-200 Level)	3
SWK 307: Human Behavior & the Social Environment 2	3	SWK Program Elective	3
SWK 302: Practice I: Individuals	3	SWK 303: Practice II: Families and Groups	3
SWK 360: SWK Practicum I (30 hours)	0	SWK 361: SWK Practicum II (30 hours)	0
Total Credits	18	Total Credits	18
BNT: Bible NT Exegetical Elective	3	THE 324: Christianity and Culture	3
SWK 410: Research Design	3	THE/BIB Focused Elective	3
SWK 401: Practice III: Organizations and Communities	3	_____: Arts & Sciences Elective (400 level)	3
SWK 460: Field Seminar class	3	SWK 461: Field Seminar and Internship II	3
SWK 460F: Field Internship	3	SWK 461F: Field Internship	3
SWK 400: Cross-Cultural Experience	0	Total Credits	15
Total Credits	15	Total Credits	132
Current SWK Electives (Choose any 3)			
SWK 212: Social Work and Child Welfare	3	SWK 218: Social Work and Disabilities Studies	3
SWK 213: Social Work and Addictions	3	SWK 220: Trauma Informed Care	3
SWK 214: Social Work and Human Trafficking	3	SWK 222: Congregational Social Work	3
SWK 216: Social Work with Older Adults	3	SWK 320: Social Work and Mental Health	3

The Field Seminar and Internship course descriptions are as follows:

SWK 460: Field Seminar I and Internship (Fall) and SWK 461: Field Seminar II and Internship (Spring)

The field experience is designed to give students opportunities in a social service setting. The Field Seminar course utilizes the knowledge, values and skills learned in previous courses and applies them through classroom activity, assignments, discussion, role-play, presentations, and field service.

Field Seminar I course content will include: the importance of the internship experience (understanding the internship as it develops over time, identifying internship goals and objectives, maintaining good work habits, and developing a learning plan); understanding competencies and behaviors; demonstrating ethical and professional behavior; engaging diversity and difference in practice, advancing self-awareness and self-regulation; advancing human rights, social, economic and environmental justice; engaging in research informed practice and practice informed research; and engaging in policy practice.

Field Seminar II course content will synthesize engagement, assessment, intervention and evaluation with individuals, families, groups, organizations and communities. Emphasis on oral and written communication with clients and constituents will include the creation of biopsychosocial assessments, case notes, and treatment plans. Preparation for policy practice will include participation in legislative advocacy at the State level. Preparation for the profession will include the production of a resume, and preparation for finding employment in the field. The course includes a final senior recital highlighting student accomplishments in the field setting. Field Seminar II also emphasizes competency 10: Demonstration of Biblical Worldview, as students are asked to articulate how their biblical worldview has been reflected throughout the internship experience.

The Field Seminar course and the Internship experience run for 2 consecutive semesters: Field Seminar I (Fall semester) is a 3-credit course and Field Seminar II (Spring semester) is also a 3-credit course. The 420-hour Internship occurs during the same 2 consecutive semesters while students are in the Field Seminar courses. The internship experience is worth 6 credits. The student is required to complete at least 210 hours each semester in their Field Placement. The Field Experience includes the Field Seminar courses and the Internship experience and together these components total 12 credit hours for the student.

Students receive a letter grade for their involvement, participation, and competence in the Field Seminar courses. For their Internship, students are evaluated by their Field Instructor using the Field Instructor Evaluation tool. The students are evaluated on their proficiency in the 9 areas of competence established by the CSWE. They receive a Pass or Fail grade for their Internship.

As part of the Field Experience, students are required to obtain a Student Handbook for Internship Placement (Attachment A) and complete/review the following documents:

- Application for Placement in a Field Setting (Form B)
- Affiliation Agreement (Form C)
- Contract Agreement (Form D)
- Learning Plan (Form E)
- Student Log (Form F)
- Internship Hours Verification Form (Form H)
- Field Setting Evaluation (Form L)

The Field Instructor will be required to complete the following forms and/or use the following resources:

- Brief Overview of the LBC Field Experience (Attachment I)
- Field Instructor Evaluation (Form J)
- Competencies, Behaviors and Suggested Activities (Attachment K)
- Field Instructor’s Manual (Attachment M)

The above-mentioned forms will be available to student and Field Instructor on the Program website, provided electronically for completion, as well as appended to this document in the Forms Section.

Overview of Field Instruction Competency Resources

The Field Education Program will provide a variety of resources to the student and the Field Instructor to guide the measurement and documentation of social work behaviors and subsequent display of the competency of generalist practice.

As part of the Field Seminar Class, students will receive a resource developed by the LBC Social Work Program entitled the *LBC Student Guide to Social Work Competence—Connecting Theory to Practice*. In addition, Field Instructors receive an abbreviated resource which outlines the competencies and behaviors entitled *Competencies, Behaviors and Suggested Activities* which is located in the Field Instructor’s Manual (Attachment M)

Documentation

SWK Program/Student Documentation Requirements

- 1. Application for Placement in a Field Setting (Form B)**
Prior to the start of the internship, students will complete an Application for Placement in a Field Setting. The application is completed and returned to the Field Director. Effort will be made to match students in placements of interest and which optimize their skills.
- 2. Affiliation Agreement (Form C)**
Agencies that are interested in interviewing an LBC student will be presented with the Affiliation Agreement to review prior to interviewing the student. The

organization must commit to the terms of the Affiliation Agreement with the LBC Social Work Program in order for an internship to proceed.

3. Contract Agreement (Form D)

Within the first week of beginning their internships, students will meet with their Field Instructor to review the Contract Agreement between student, agency and Social Work Program. This document is a reminder of student role, Field Instructor role and Agency. This document will also be reviewed at the Field Instructor orientation and training.

4. Learning Plan (Form E)

The student, Field Instructor and Field Liaison develop and approve the student’s Learning Plan that outlines specific activities to be completed during the course of the Field Instruction.

The student will develop the Learning Plan within the first 3 weeks of the student’s internship. Students will work in collaboration with their Field Instructor as well as the Field Seminar instructor to complete the initial plan as well as any revisions. The field experience extends over 2 semesters; therefore, the Learning Plan will be formally reviewed at the end of the Fall semester for the mid-term evaluation (Field Instructor Evaluation) and then at the end of the Spring semester for the final evaluation. The Field Liaison will have regular contact with the student and the Field Instructor to ensure the Learning Plan is meeting the student’s learning needs.

Field Instructors will be provided with the Learning Plan at the onset of the internship. They will also have the Learning Plan and other documentation available through the Program website.

5. Student Log (Form F)

Students will complete weekly time logs and practice behavior charts to document their skill in competence in practicing generalist practice within the field context.

An example of this would be as follows:

Time Log				
Week	Date	Hours	Brief summary of activity	Bx.
#1	7/28/19	5	Attended case conference, referred client for a psychological evaluation. Met for supervision.	1a
	7/29/19	8	Quiet day, read case files. Set personal goals about improving my listening skills and not dominating the conversation.	1b

Here is an example of what the student could be completing for an assignment:

COMPETENCIES AND BEHAVIORS	
1) Demonstrate Ethical and Professional Behavior.	
1a) 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;	7/28/19: I made a referral today for a client who needed to have a psychological evaluation. Using the case file, I completed all the paperwork and submitted it per instructions from my supervisor. I applied standards of the Code of Ethics by practicing informed consent & confidentiality. Client signed release of information forms and consent for treatment.
1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	7/29/19: I have a habit of cutting people off when they are talking so that I can say something about myself. I had a talk with my supervisor about this and I set a personal goal of being a better listener, and letting this internship be about the client, not about me. I remember that in Practice I class we practiced Active Listening. I conducted an internet search on Active Listening and reviewed the steps associated with this skill.

6. Internship Hours Verification Form (Form H)

Students are required to record their internship hours on a weekly basis and receive written verification from their Field Instructor/Task Supervisor that the hours are accurate. Students will need to ensure that when they meet with their Field Instructor/ Task Supervisor for weekly supervision that they obtain their supervisor’s signature. This form is turned in to the Field Liaison at the end of each semester and will be periodically reviewed during Field Seminar class.

7. Field Setting Evaluation (Form L)

The student completes a semester end evaluation of the field setting.

Throughout the semester, students are invited to process their learning experience in the Field Seminar class setting to emphasize skill competence. The Field Seminar class will occur twice a week and will be comprised of instructor-led discussion surrounding competency development within the field context. In this way, the classroom and field components of the social work education support one another, creating an enriched learning experience for the student.

Field Instructor Documentation Requirements

Field Instructors are informed about the documentation requirements for LBC during the initial contact when students are considering placement. Field Instructors receive an orientation and training on the expectations of the Field Instruction at the beginning of the fall semester. In addition, documentation is reviewed during site visits.

- 1. Brief Overview of the LBC Field Experience (Attachment I)**

This is a resource that is given to potential Field Instructors at the initial contact made by the Field Director when establishing field placements for students.

- 2. Field Instructor Evaluation (Form J)**

The Field Instructor completes the mid-term evaluation of the student, examining the accomplishment of personal learning goals as well as evaluating the student on the demonstration of practice behaviors during the internship. At the mid-point of the semester, the Field Liaison meets with the student and Field Instructor to discuss the student's progress in the Field Internship. The mid-term Field Instructor evaluation is provided to the Field Director who maintains a copy of the Field Instructor Evaluation tool. In the fall, the Field Instructor completes a semester-end evaluation (mid-term) and again at the end of the internship (final). During these times, the Field Instructor meets with the student and provides copies of the completed evaluation to the student and the Field Director.

- 3. Field Instructor's Manual (Attachment M)**

This comprehensive resource contains all the required aspects of field education needed for a successful Field Instruction experience.

Policies

The following policies can also be accessed at this link:

<http://www.lbc.edu/undergraduate/academics/academic-departments/counseling-social-work/social-work/field-education/index>

- 1. Criteria for the Admission to Field**

Students are admitted to the Social Work Program through a formalized process prior to their junior year—the start of their practice years. At that time the students complete an application, self-assessment, obtain references, provide a resume and participate in an interview with the Social Work Program faculty and staff. After the interviews, they are provided with documentation that details their admission status (i.e. Full Admission, Provisional Admittance, or Denial). If a student receives Provisional Admittance, the Social Work Program Director would evaluate those students each semester prior to their senior year to document that the student has made the necessary corrections to the conditions which warranted a provisional acceptance (i.e. course work to be completed, GPA requirements, etc.). All students must receive documentation that they have

received Full Admission into the Social Work Program prior to the start of their Field Internship.

Students in the Social Work Program initially start as an “intent to major” student during the first 2 years of study. Students must maintain good professional character and achieve at least a 2.5 overall GPA during their “intent to major” years. Students must continue to maintain an overall GPA of 2.5 after formal admission to the Program. The Social Work faculty will monitor students during their junior year so as to ensure this standard is met for admission into Field Education. Students will have completed 2 semesters of Practice (Practice I: Individuals; Practice II: Families and Groups). Students will have 60 hours of Junior Practicum within the social work field as well as semester-end evaluations from the site supervisor for the Practicums. It is expected that the student receives acceptable evaluations from the junior practicum experiences prior to the entrance into their field internship. Should students receive evaluations that expose areas of professional incompetence, the Social Work Program Director and Field Director would address these concerns through a corrective action plan.

In the junior year, students meet the criteria for admission into the field program. Criteria includes: successful completion of practicum, required coursework, maintenance of a 2.5 or higher GPA and demonstration of professional demeanor. In the spring semester of their junior year, students will complete an application for internship. The application allows for students to specify areas of interest and location of potential field placements. The Field Director will make every attempt to match the skills and interests of the intern with an appropriate field setting. The Field Director will make initial contact with potential field sites. Students will be notified of the possibility for an internship by the Field Director. The Field Director will provide the potential placement site with a copy of the student’s resume. The Field Director will provide the information to the student who will in turn contact the agency and request an interview.

Students must continue to be in good standing with the College in all aspects of student life. As students who will be representing the College, the Social Work Program and the social work profession, students must understand the intersect of personal and professional life when approaching the field experience.

Students must have the availability within their schedule to complete the required 420 hours over the course of the senior year. Students would need to commit to a full year of study and arrange their schedule to have classes on Tuesdays and Thursdays, unless some extenuating circumstances exist. In addition, students must take the Field Seminar classes in order (SWK 460 in the fall and SWK 461 in the spring).

Students must also have the availability to meet all the conditions of the field setting requirements to include, but not limited to, the following: independent transportation, personal liability insurance, required clearances, specific immunizations and health related concerns, etc. These potential issues would be communicated at the start of the

internship prior to the finalization of the learning contract between the student and the host organization.

2. Required Hours of Field Internship

The Field Education program has established a policy that the student's Field Education will span the student's entire senior year of academic study. The Program has outlined the student's coursework to allow the student to participate in their senior classroom experiences on Tuesday and Thursdays, online and/or evenings. This would allow the student to participate in their Field Internship on Mondays, Wednesdays and Fridays. In addition, depending on the student's schedule, they may have the flexibility to complete their internship hours in the evenings and weekends, according to the need at the student's practice setting. Students prepare for this schedule arrangement in their spring semester of their junior year when choosing their senior classes. It is believed that this schedule would afford the student with the best ability to continue in the role of a student learner and enter into their field experience with confidence. It is important that the student remains a student learner and does not operate in the capacity of an employee prior to completing their undergraduate degree. If a student completes their internship at the same location where they are employed, they will follow the requirements located under the Student Internship and Employment Considerations section.

The Program has established that the student will achieve, at a minimum, 420 hours of Field Instruction. It is intended for the student to obtain 210 hours in the fall semester and 210 hours in the spring semester. Ideally, students will have a full academic-year internship; however, there may be circumstances whereby a student would not be able to continue past a semester in one specific field setting (i.e. staffing changes, lack of supervision, poor fit between student and field site, funding changes for the host setting, etc.). Students are encouraged to seek sites willing to commit to an academic year-long internship. This would also be communicated during the Field Director's meeting with the Field Instructor and student during the development of the Student Learning Contract and Learning Plan.

3. Selection of Field Setting

Lancaster Bible College has been offering social work coursework since 2004. Subsequently, the College has developed a network of agencies committed to providing LBC students with internship opportunities. The agencies that have provided internships for LBC students are confirmed to offer generalist practice opportunities. The policy of the LBC Social Work Program is to only select those field settings which offer a social work practice paradigm.

Prior to the start of the internship, students will complete an Application for Placement in a Field Setting. The application is completed and returned to the Field Director. Effort will be made to match students in placements of interest and which optimize their skills.

There must be a Field Instructor willing to commit to supervising the student, and one who has the requisite BSW or MSW degree from a CSWE-accredited school of social work. The Field Director will request verification of the Field Instructor's educational credentials and 2-year practice experience minimum requirement. In addition, the organization must be willing to commit to an entire academic year internship.

Agencies that are interested in interviewing an LBC student will be presented with the Affiliation Agreement to review prior to interviewing the student. The organization must commit to the terms of the Affiliation Agreement with the LBC Social Work Program in order for an internship to proceed.

4. Professional Practice Liability coverage

Students must obtain professional liability insurance. Students must show documentation of their purchased liability insurance to the Social Work Program faculty and the Field Director. Documentation of this coverage will be maintained in the student's academic file by the Field Director. Professional liability insurance protects practitioners against potential negligence claims made by clients and is outlined in the Affiliation Agreement and the Contract Agreement between the LBC Social Work Program, the Field Setting and the student.

5. Field Instructor Orientation and Training

The Social Work Program agrees to provide Field Instructors, new and experienced, with orientation to the Field Instruction expectations. This orientation and training will be held in the fall of every academic year and on an individual basis for those Field Instructors who begin their role as Field Instructor in the Spring Semester.

When Field Instructors are identified, they receive a copy of the Field Instructor's Manual. This includes all the necessary policies, procedures and criteria for a successful field experience. The Program's website contains all the necessary documents as well.

In September of each year, the Social Work Program sponsors an orientation event for Field Instructors. This is an opportunity for Field Instructors to be exposed to the various aspects of the expectations for Field Instruction as well as an opportunity to answer any questions pertaining to the Social Work Program or Field Instruction. Topics to be covered during the orientation include the following:

- The Social Work Program at LBC
- Program Competencies and Behaviors
- Field Manual Overview
- Expectations and Roles of Student, Field Instructor, Field Liaison, Field Director
- The student Learning Plan
- Student Evaluations completed by Field Instructor
- Policies and Practices

- Online Resources
- Conflicts and Problem-Solving
- Important Dates
- Contact Information

6. Field Instructor Selection and Supervision

The LBC Social Work Program requires all Field Instructors to have a CSWE-accredited BSW or MSW as well as 2 years practice experience. Field instructors will provide verification of appropriate credentials. A Field Instructor who meets these two requirements would have a social work perspective and therefore would be able to assist the students in meeting their Field Internship requirements. Those individuals who are unfamiliar with the 2015 EPAS of CSWE would be educated by the Field Director. Field Instructors receive orientation and training, receive a Field Instructor's Manual which includes specific suggested activities to complete practice behaviors, meet with the Field Liaison during site visits and receive independent consultation provided by the Social Work Program. The Field Director will maintain a copy of the Field Instructor's credentials.

Supervision by the Field Instructor is required on a weekly basis where the social work perspective is reinforced. Occasionally, students may have a supervisor who does not meet the educational requirements to be a Field Instructor. This person will be considered as a Task Supervisor. The LBC Social Work Program will assist the students in locating a Field Instructor who meets the criteria to provide the weekly supervision in order to reinforce a social work perspective.

Individuals without a minimum of 2 years of practice experience would not be eligible to be Field Instructors.

7. Placing and Monitoring Students

After Affiliation Agreements are signed and students have a successful interview, the student in consultation with the Field Director will either accept or decline the opportunity. If accepted, the Field Director will contact the Field Setting and confirm the arrangements for the start of the Internship. The Field Director will notify the Field Instructor of the orientation and training provided for Field Education.

Students will continue to prepare for the Field Internship by completing the following:

- Obtain Student Professional Liability Insurance
- Complete required criminal clearances as required by the Agency
- Complete required child abuse clearance
- Complete all required health/medical screenings as required by the Agency
- Obtain necessary transportation and vehicle/passenger insurance

In the fall of the Senior Year, students will begin their internship. All interns will be assigned an LBC Field Liaison who will monitor their placement. The monitoring process includes 2 site visits from the Field Liaison during the internship and participation in a Field Seminar class 3 hours per week during the Senior Year (2 semesters). The Field Seminar is taught by the Field Director.

Within the first week of beginning their internships, students will meet with their Field Instructor to review the Contract Agreement between student, agency and Social Work Program. This document is a reminder of student role, Field Instructor role and Agency. This document will also be reviewed as the Field Instructor orientation and training. The Contract Agreement can be found at the end of this section.

The following areas are monitored by the Field Director through communication with the Field Instructors:

- Field settings must allow the students to engage in activities that work with individuals, families or groups in a variety of contexts. Students should be able to follow the Planned Change Process within the context of individuals, families, groups, organizations and communities. (Planned Change Process: Engage, Assess, Plan, Implement, Evaluate, Terminate, Follow-Up)
- Students should have the opportunity to use a wide range of prevention and intervention methods when in the role as a student intern, being provided opportunities that strengthen the student's abilities in the area of engaging with others.
- Field settings should allow students to interact with others in their natural environments, valuing diverse persons and situations.
- Field settings should provide venues of discussion with colleagues and supervisors where they process ethical principles as well as develop their critical thinking.
- Field settings should provide students with opportunities to examine cultural factors as well as incorporate diversity into their developing practice.
- Field settings should provide opportunities for the student intern to advocate for human rights as well as be involved with analyzing social, economic and environmental justice and the impact on human functioning.
- Field settings will allow students to observe research informed practice, and when possible participate in practice informed research.
- Field Instructors should enhance and promote concepts of strength and resilience of all human beings, incorporating this approach in interactions with others.

8. Learning Plan and Learning Opportunities

The student, Field Instructor and Field Director must agree and sign a written Learning Plan (Attachment D) at the beginning of their Field Internship. Additionally, each semester the named parties must also reassess the Learning Plan that guides the student's learning experience. The second semester Learning Plan can be a continuation of the

student's learning from the first semester or it could contain additional learning activities for the student.

Students must be afforded opportunities to demonstrate behaviors that can be measured. These are outlined on the student Learning Plan. These are evaluated at mid-term and final for the Field Internship. Students must keep a log of their internship hours (Attachment E: Student Log) and the host agency must commit to a two-semester long field internship, evaluated at the end of each semester.

9. Problem –Solving

The student, Field Instructor and Field Director must understand that addressing problems and challenges within the field experience is crucial to student success. The student should welcome constructive and motivational feedback on a consistent basis, specifically during supervision meetings. The Field Instructor is encouraged to contact the Field Liaison or the Field Director regarding problems that arise and may need intervention from the Field Director. Should the Field Instructor need to take disciplinary action relating to the student's behaviors, the student is subject to any and all personnel policies relating to volunteer and/or employee status. The Field Instructor agrees to notify the Field Director if immediate termination is needed.

10. Termination of Student from the Field Internship

In the event that a student would be terminated by a Field Instructor, the Social Work Program will evaluate the conditions that warranted the termination, determining next steps for the student. For reasons of unacceptable or unethical practice, this may result in the student being terminated from the Social Work Program. These decisions are made by the entire faculty of the Social Work Program. The decisions for termination of the student from the Social Work Program will be provided to the student in person as well as in writing as a means of follow-up. Other entities of the College will need to be involved of the possible termination from the Program. A termination from the Field Internship may impact the student's graduation date.

11. Evaluating Student Learning and Field Setting Effectiveness

Field Instructors agree to complete the Field Instructor Evaluation (Attachment J) at the mid-point of the student's internships (no later than December 5) and then at the final point of the internship (no later than May 5).

In addition, students will complete a Field Setting Evaluation (Attachment H) for the Social Work Program in planning for future internships. The Field Director will maintain this information for future planning.

12. Transportation

Students must have independent transportation and should submit to the policies of the field setting. In some field settings, students are required to transport individuals or families. Oftentimes the field setting may require the students to obtain additional auto insurance for liability purposes. The field setting personnel policy manual will outline this requirement. Students should also communicate with the Field Instructor about the possibility of increased auto rates as a requirement for the internship.

13. Student Internship and Employment Considerations

Students who are employed in a setting in which they will experience their field instruction must ensure a clear delineation between the two roles: student learner and employee. During the initial discussion between the student, Field Instructor, and Field Liaison, clear guidelines will be established and reflected on the Student Learning Plan. If a student wishes to request a field placement in which they are simultaneously employed, the following requirements must be in place:

- The Field Director must have conducted the preliminary screening of the potential site and communicated with the Field Instructor willing to oversee the student
- The agreed-upon Field Instructor must have a BSW/MSW degree and 2 years of experience
- The potential field internship site must be in a different program than that in which they are employed
- The person who is the student/employee's supervisor cannot be the student's Field Instructor.
- The student's employment hours and field hours must be clearly defined and delineated
- The student must have been employed by the Host Agency for a minimum of 60-days prior to requesting an employment-based field internship
- Students must log the same amount of field hours in an employment-based site as a non-employment-based site (no exceptions granted)
- The focus of the field placement must be on new student learning. Student learning objectives need to exceed present job skills and knowledge.
- Field credit hours will not be given for previous work experience and there will be no retroactive approvals for employment-based placement proposals.

When the internship is being established the Field Director, student and proposed Field Instructor will outline specific roles that the student will accomplish during the time of the field hours. All parties will agree upon the conditions mentioned above and sign off on the Contract and Learning Plan documents to document their understanding.

On occasion a student's internship is a paid internship. In these circumstances, the student would be considered an employee for payroll purposes; however, the student is acting in the capacity of student learner throughout their field internship, and the agency

must agree to allow the student to complete their *Learning Plan* and have required supervision. In these circumstances, students would be considered temporary or part-time employees. To qualify as a paid internship (as opposed to an employment-based field placement) the student cannot have been previously employed by the agency.

14. Additional Policy Considerations

Students are spending significant time at a host setting. As a result, there are many policies that impact the functioning of the student regardless if the student is considered a volunteer or an employee. Students should become aware of all the policies that impact their functioning as an intern in order to maximize their experience and become a fully informed practitioner.

Student Resources

Students with disabilities have a wide array of technology available to assist with accomplishing course assignments. Our new, state-of-the-art Student Learning Commons houses the Ally Center with its Assistive Technology Room. Students who are blind/low vision utilize *JAWS* screen reading software, *MAGic* screen magnifier, and *CCTV*, all in tandem with *large screens* for font/size/screen color manipulation of textbooks, library books, manuals, and reserve readings. Students with limited muscle control/hand manipulation and/or language processing disabilities use *Dragon Naturally Speaking*, speech-to-text software to dictate assignments, transforming their spoken words into typed format in Word, PowerPoint, or Publisher documents. Students with dyslexia, dysgraphia and aphasia utilize *WYNN* software to listen to scanned textbooks while following the highlighted words/phrases on the screen and to organize ideas into proper format for a paper. Students with processing disorders can use *Live Scribe pens* to digitally record class lectures while taking written notes that can be reviewed later in audio and printed format. Students with disabilities use *OpenBook* for its scanning and reading capabilities. Students with qualified reading disabilities may also utilize AccessText's e-text files on CD and/or obtain materials through Bookshare and/or the Learning Ally (formerly, Reading for the Blind and Dyslexic).

The following policy is included in the Social Work Program Student Handbook that is given to each student upon the declaration of Social Work as a major at Lancaster Bible College.

The Social Work Program complies with the policies and practices that are reflected in Lancaster Bible College's Student Handbook as follows:

Disability Compliance

Lancaster Bible College is committed to providing for the needs of its students with disabilities by utilizing Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), as amended, as its guide for policy and practice. However, our goal is not governed solely by governmental legislation but also by our concern for all students' endeavors and our stated mission that LBC "...exists to educate Christian students to think and live a Biblical worldview and to proclaim

Christ by serving Him in the Church and society.” We believe that true education endeavors to realize all students’ greatest potential, preparing them to be effective servants of Christ.

For students with disabilities, one of the College’s means for accomplishing this mission is through the Ally Center, which houses the Disabilities Services Office concomitant with our Academic Mentoring Services, which includes the Writing Center, the Math Lab, formal Study Groups, and general and specific subject-area tutoring services.

Requesting Services

The Disability Services Office provides its services according to recent ADA amendments and the Association of Higher Education and Disabilities (AHEAD) guidelines. These services are available for eligible students to fully access LBC’s programs, facilities, and activities. Students with disabilities have a recognized diagnosis that substantially limits one or more major life activity; this may be documented by personal observation (i.e. wheelchair user; speech impaired), with formal documentation from a credentialed professional, or with a High School 504 plan and/or an IEP. Some students may want to submit additional documentation that identifies the specific disability(s). For example, a neuropsychologist’s report that provides standardized assessments and scores, historical impact of the disability on the student, present impact, and/or recently utilized accommodations in other academic settings. This information generally gives an enhanced view for understanding a student’s current situation and the accommodations that will provide the student with complete access on the campus. The Director of Disability Services determines those accommodations on a case-by-case basis, according to the specific limitations of each student’s disability, with the intent of ensuring access to all campus courses, programs, facilities, services, and activities.

Field Education Assessment

Assessment is a priority for the Social Work Program at Lancaster Bible College. Afforded to the Social Work Program is access to the Department of Institutional Effectiveness which measures the success of Student Learning Outcomes for each Program and Department. A public access outcomes workspace has been developed for internal and external constituents to see real time assessment measures for the Social Work Program. The official website can be found at <http://effectiveness.lbc.edu/social-work-bs/> and is made public to all interested parties.

The following provides an overview of the benchmarks for each competency identified for the Social Work Program:

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST PRACTICE- BSW)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK: Generalized Practice (BSW) Program Option: On-Campus Delivery	
		Measure 1: Real/Simulated Practice Measure 2: Additional Dimension Measure	Total Aggregate Percentage
Demonstrate Ethical and Professional Behavior	80% of students must receive a 3 (accomplished) or 4 (exemplary) on the 4-point Field Instructor evaluation assessing competency behaviors in this area.	Measure 1: Real or Simulated Practice 100%	100%
	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing competency in demonstrating ethical and professional behavior with their Senior Recital capstone project	Measure 2: Additional Dimension 100%	
Engage Diversity and Difference in Practice	80% of students must receive a 3 (accomplished) or 4 (exemplary) on the 4-point Field Instructor evaluation assessing competency behaviors in this area.	Measure 1: Real or Simulated Practice 100%	100%
	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing their ability to recognize diversity factors when completing their presentation and facilitating a group experience addressing diversity factors.	Measure 2: Additional Dimension 100%	
Advance Human Rights, and Social, Economic, and Environmental Justice	80% of students must receive a 3 (accomplished) or 4 (exemplary) on the 4-point Field Instructor evaluation assessing competency behaviors in this area.	Measure 1: Real or Simulated Practice 100%	90.5%
	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing competency in demonstrating	Measure 2: Additional Dimension 81%	

	aspects of advocacy, reflecting and self-evaluating on the experience and value of the advocacy day.		
Engage in Practice-Informed Research and Research-Informed Practice	80% of students must receive a 3 (accomplished) or 4 (exemplary) on the 4-point Field Instructor evaluation assessing competency behaviors in this area.	Measure 1: Real or Simulated Practice 100%	96.88%
	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing competency in demonstrating their ability to craft a comprehensive research project.	Measure 2: Additional Dimension 93.75%	
Engage in Policy Practice	80% of students must receive a 3 (accomplished) or 4 (exemplary) on the 4-point Field Instructor evaluation assessing competency behaviors in this area.	Measure 1: Real or Simulated Practice 100%	100%
	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing competency in analyzing a policy that impacts the provision of services in an organization.	Measure 2: Additional Dimension 100%	
Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students must receive a 3 (accomplished) or 4 (exemplary) on the 4-point Field Instructor evaluation assessing competency behaviors in this area.	Measure 1: Real or Simulated Practice 100%	100%
	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing competency in demonstrating their ability to apply theoretical frameworks of engagement in a simulated practice setting.	Measure 2: Additional Dimension 100%	
Assess Individuals, Families, Groups, Organizations, and Communities	80% of students must receive a 3 (accomplished) or 4 (exemplary) on the 4-point Field Instructor evaluation assessing competency behaviors in this area.	Measure 1: Real or Simulated Practice 100%	96%
	80% of students must receive a 3 (accomplished) or 4 (exemplary) on	Measure 2: Additional Dimension	

	a 4-point scale assessing competency in demonstrating their ability to apply theoretical frameworks of assessment and planning in a simulated practice setting.	92%	
Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students must receive a 3 (accomplished) or 4 (exemplary) on the 4-point Field Instructor evaluation assessing competency behaviors in this area.	Measure 1: Real or Simulated Practice 100%	100%
	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing competency in demonstrating their ability to apply theoretical frameworks of collaboration with clients to achieve goals in a simulated practice setting.	Measure 2: Additional Dimension 100%	
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students must receive a 3 (accomplished) or 4 (exemplary) on the 4-point Field Instructor evaluation assessing competency behaviors in this area.	Measure 1: Real or Simulated Practice 100%	100%
	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing competency in demonstrating their ability to evaluate a change effort project within an organizational setting to advance critical analysis of program processes and client impact.	Measure 2: Additional Dimension 100%	
Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families,	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing competency in integrating, reflecting on, and articulating how the spiritual dimension of individuals is an integral part of the whole person within their practice position.	Measure 1: Real or Simulated Practice 94%	93.88%

Groups, Organizations, and Communities	80% of students must receive a 3 (accomplished) or 4 (exemplary) on a 4-point scale assessing competency in communicating how a biblical worldview is utilized as part of the planned change process with a client system as part of the student's biblical worldview synthesis capstone presentation.	Measure 2: Additional Dimension 93.75%	
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This document, as well as all past measurements, is made public to all interested parties. Lancaster Bible College values a high degree of transparency for their outcome measurements and invites communication pertaining to all the measurements outlined.

Forms and Attachments

The following forms are used by the LBC Social Work Program:

SWK Program/Student Forms

- Attachment A:** **Student Handbook for Internship Placement**
- Form B:** **Application for Placement in a Field Setting**
- Form C:** **Affiliation Agreement**
- Form D:** **Contract Agreement**
- Form E:** **Learning Plan**
- Form F:** **Student Log**
- Form H:** **Internship Hours Verification Form**
- Form L:** **Field Setting Evaluation**

Field Instructor Forms

- Attachment I:** **Brief Overview of the LBC Field Experience**
- Form J:** **Field Instructor Evaluation**
- Attachment K:** **Competencies, Behaviors and Suggested Activities**
- Attachment M:** **Field Instructor's Manual**

Student Handbook For Internship Placement



**LANCASTER
BIBLE COLLEGE**

YOUR JOURNEY. OUR FOCUS.

BSW Social Work Program

[901 Eden Road, Lancaster PA 17601 | 717.569.7071]

[Updated January 17, 2019]

January 2019

Dear Junior Year Social Work Student:

Can you believe that your senior year is just one semester away? While the prospect of starting your senior year, graduating and embarking on a career is all very exciting, there is much work to be done in order to accomplish these goals. During spring semester of your junior year, you will be expected to apply, interview for, and obtain your senior year Internship BEFORE leaving campus in May.

This booklet is a step-by-step guide to help you understand the requirements and expectations for your senior year field placement. Please use this “*Field Folder*” to keep future internship documents and correspondence organized and at your fingertips. Please note that electronic copies of these forms and other resources are also located on your Professional Development eCampus site.

The senior year internship will prepare you for your career in social work. Some internships turn in to full time job opportunities. At a minimum, the internship and relationship with your supervisor and co-workers will be your first significant professional network opportunity. Your supervisor will be an important resource for you when applying for jobs, graduate school or career advancement opportunities. We hope that you can see the value of the internship experience, and approach it not as a requirement, but as an invaluable learning opportunity.

Sincerely,

Mary Yager, MSW

Mary Yager, MSW
Field Director, Social Work Program
Lancaster Bible College
901 Eden Road,
Lancaster, PA 17543
(717) 560-8200 ex 5404
myager@lbc.edu

Overview of the LBC Field Experience – Senior Year Internship

The following is a brief overview of the internship experience. It outlines basic information about the internship, as well as the tasks that you must accomplish before you begin your Field Experience.

Time Requirement:

As part of the educational experience, all students are required to complete 420 hours of field experience/internship during the senior year (end of August until graduation). Students attend classes on Tuesday and Thursdays only, and are available on MWF (and possibly weekends) to fulfill Internship hours. Students are required to work an average of 15 hours a week which will result in an excess of 420 hours.

Placement:

Students are required to complete an *Application for Placement in a Field Setting* and submit it with copies of a completed *resume*. Students will work with the Field Director to find a field setting that matches their area of interest.

- The Field Director will contact agencies and secure an invitation for the student to interview for an internship.
- Once an invitation to interview is given to the student, the student must follow-up by contacting the agency to schedule an interview.
- After a successful interview, the student in consultation with the Field Director will either accept or decline the opportunity.
- If accepted, the Field Director will contact the Agency and confirm the arrangements for the internship.

A Field Instructor (supervisor) will be determined, as well as a start date for your internship. The Field Director is responsible for educating the Student and the Field Instructor as to the requirements of the internship experience.

Supervision Requirements:

BSW interns are required to have weekly supervision by a social worker that graduated from an accredited school of social work education. The purpose of the Field Experience is for students to begin to apply social work knowledge, values and skills in an agency setting under the guidance of a BSW or MSW supervisor with at least 2 years of practice experience in the field. Due to the requirement of supervision by a BSW or MSW, placements will be limited to those that employ at least one social worker who is willing to act as a field instructor/supervisor. In *some* cases, LBC may allow students to intern in a social service agency without a social worker. Outside supervision by a BSW/MSW must be arranged. Students are required to attend supervision outside of the Internship and in addition to the internships experience. The Field Director will arrange and approve outside supervision experiences on an individual basis.

Course Work in conjunction with the Internship Experience:

Students will attend an on-campus Field Seminar class every Tuesday and Thursday during their senior year (SWK 460 & SWK 461). These courses support the Internship

experience and provide classroom opportunities to address internship issues and reinforce skills.

Students carry a full-time course load in addition to their internship experience. Most students will have 3-4 courses in addition to their internship experience. Time management and organizational skills are critical to the success of this experience.

Site Visits:

Each student will be assigned to an LBC Field Liaison who will do site visits 2 times during the 9-month internship, once in the fall semester and once in the spring semester. Students participate in these visits.

The following areas are monitored by the Field faculty through communication with the Field Instructors, and during site visits:

- Field settings must allow the students to engage in social work activities with individuals, families or groups in a variety of contexts. Students should be able to follow the *Planned Change Process* within the context of individuals, families, groups, organizations and communities. (Planned Change Process: Engage, Assess, Plan, Implement, Evaluate, Terminate, Follow-Up)
- Students should have the opportunity to use a wide range of prevention and intervention methods when in the role as a student intern, being provided opportunities that strengthen the student's abilities in the area of engaging with others.
- Field settings should allow students to interact with clients in their natural environments, valuing diverse persons and situations.
- Field settings should provide venues of discussion with colleagues and supervisors where they process ethical principles as well as develop their critical thinking.
- Field settings should provide students with opportunities to examine cultural factors as well as incorporate diversity into their developing practice.
- Field settings should provide opportunities for the student intern to advocate for human rights as well as be involved with analyzing social and economic justice and the impact on human functioning.
- Field settings will allow students to observe research informed practice, and when possible participate in practice informed research.
- Field Instructors should enhance and promote concepts of strength and resilience of all human beings, incorporating this approach in interactions with others.

Additional Requirements: Students must have reliable and consistent transportation in order to attend their internship. It is highly recommended that the student has access to a car during their senior year. *Transportation is the responsibility of the student.*

Students are required to update their criminal clearances and child abuse clearances prior to starting their internship and will be instructed by the placement agency about the

process. The cost of clearances is the responsibility of the student. Students must provide copies of all clearances to the Field Director and should keep a copy in their Field folder with this document.

Students must submit to any health/medical screenings required by their Agency, such as a routine physical, drug screening or TB test. Cost of medical appointments will be the responsibility of the student. Please obtain instructions and forms from the agency once you are offered the internship. Students can schedule medical appointments over the summer so that they can use their family doctor or a provider who accepts the student's health insurance.

Some agencies require that interns obtain additional vehicle/passenger insurance if they transport clients as part of their internship experience. If an agency requires this, it will be the student's responsibility to acquire and pay for additional insurance.

All students must have malpractice liability insurance before they can begin their internship. The process for obtaining this insurance is explained on page 7 of this Handbook. The application and cost of liability insurance is the responsibility of the student.

Requirements to be completed during Junior year, Spring semester:

The following is a checklist of requirements to be completed during the spring semester of your Junior year. *It is your responsibility to turn documents in on the Professional Development eCampus site by the dates specified below.* These documents are not assignments linked to a class, and are not graded, however they should be considered just as important as homework assignments. ***If you do not complete and turn in the forms by the dates indicated in this Handbook, the Field Director will be unable to assist you in finding an internship.*** You will therefore be required find an internship that meets the requirements of the Council on Social Work Education (CSWE) without the assistance of the Field Director.

Requirements:

- 1.) Due February 1st - An updated Resume
- 2.) Due February 1st - A completed *Application for Placement in a Field Setting*
- 3.) Due no later than April 5th – Copy of Follow-up email sent to myager@lbc.edu
- 4.) Due no later than April 15th – Written *Summary of Internship Interview* status report
- 5.) Due May 1st - Proof of Liability Insurance to begin by August.
- 6.) Due no later than August 15th – Copy of Child Abuse clearances, criminal background check and health forms that may be required by your placement Agency.

Instructions for completing the above requirements:

1.) Resume:

Your resume must be current, edited and reflect all work and volunteer experiences thus far. It must include your Christian Service and Practicum experiences and include the names and contact information of the supervisors at these placements in the *reference* section of the resume.

There is an electronic *resume sample* found on the Professional Development site if you have not already prepared a professional resume. A printed version of the sample can be found in the appendix of this Handbook. I strongly suggest that you take advantage of the services of LBC's C3 office. The Career and Counseling Center can help you in the process of writing your resume and may have resume workshops to assist in this process. Check with C3 for opportunities.

Resumes must be of finished quality and ready to be distributed to agencies. They will not be edited or improved by the Field Director. You will submit your quality resume to the Professional Development site by February 1st and attach a printed copy to your Application. The Field Director will review the resume and tell the student if it meets the quality standards for the department. If it does not meet standards, you will have one week to make changes with the assistance of C3, the Writing Center, or your own resources.

2.) Application for Placement in a Field Setting:

Each student must complete the *Application for Placement in a Field Setting* form, which can be found at the end of this Handbook. This form is due no later than February 1st. This form allows students to express their preferences for internship populations, location and type of agency; however, the final decision for placement will be a collaborative effort between the student and the Field Director, with the Field Director giving final approval to pursue a specific placement.

Once the *Application* is completed, the Field Director will match the student with an agency willing to oversee a BSW intern. The agency must meet the CSWE requirements for field settings. The Field Director will collaborate with the student in this process, keeping the student informed of placement options. Every effort will be made to include the student in the match process.

The student will be notified, in writing, no later than April 1st with the name of an agency willing to accept them as an intern. The student will also be provided with the phone number and email address of a contact person who they can call to schedule an interview.

- **IMPORTANT:** Students will make contact *by phone* within 24 hours of receiving the agency match and contact information to schedule an interview.

3.) Follow-up Email sent to Agency Contact, with copy CC'ed to Field Director

After speaking by phone with the agency contact and scheduling an interview, students must send a follow-up email thanking the agency for inviting them to interview and confirming the date and time that you will arrive for the interview. The student must include the Field Director in the CC (carbon copy) line of the email to verify that this task has been completed. A sample “follow-up” email is provided at the end of this document and can be used as a guide for your email.

Please review the “Questions to Ask During your Interview” document in the appendix section of this handbook. Make sure to take this list with you to your interview, as you will need to answer the questions for me in your Summary of Internship Interview document due April 15th.

4.) Summary of Internship Interview

It is the responsibility of the student to update the Field Director regarding the outcome of the Internship interview as soon as possible. Ideally, the interview will result in an offer of an internship. However, if the agency does not offer an internship opportunity, or the student decides not to accept the offer, the student must notify the Field Director immediately in order to start the search process over again. The update can be made via email to the Field Director at myager@lbc.edu. Please answer all questions asked on the form titled “*Summary of Internship Interview*” which is found in the appendix of this handbook.

Please note: if your interview results in NOT being offered the internship opportunity, a new opportunity will be explored, and an interview will be arranged. If after this second interview the student is not offered an internship, a meeting will be scheduled with the Program and Field directors to assess goodness of fit within the program. The directors will attempt to help the student remove barriers that may be inhibiting opportunities, or address student issues that might be inhibiting offers of an internship.

5.) Apply for PROFESSIONAL LIABILITY INSURANCE

A Liability Policy through *NASW Insurance Company, RRG* must be obtained for the cost of \$25 per policy.

You must call to obtain your coverage. The number is 1-888-278-0038. Have your credit card ready to pay the \$25 fee. You can call Monday – Friday, 7 a.m. – 7 p.m. CST. You cannot purchase the policy prior to March 1st. I suggest that you make this call immediately after accepting your Internship.

If you are interested in looking at the website for this company, you can find it at <https://getinsured.naswassurance.org>

Students must provide proof of liability insurance to the Field Director no later than May 1st. Documentation of this coverage will be maintained in the student's academic file by the Field Director. It will also be forwarded by the Field Director to your agency along with an Affiliation Agreement from the college.

Please note: If your internship is with Lancaster County Children and Youth Agency, your agency will provide you with Liability coverage and you do not need to purchase additional coverage.

6.) Copy of clearances and forms required by your placement Agency.

Each agency will have its own set of requirements for working with its clients. Depending on the population serviced by the agency, you may need to have updated child abuse clearances, criminal background checks and health screenings such as a TB test, drug toxicology screening or an employee physical.

During your interview, you will ask all these questions, and if offered the internship position you must collect the required documents needed for the above-mentioned clearances or health appointments.

You are strongly encouraged to complete these requirements before you leave campus in May. Please note that some of these requirements are time limited. Therefore, if you are required to have a child abuse clearance that is only good for a year, you might want to do the paperwork in early May, as your internship will run through early May of your senior year.

Copies of all of your clearances, background checks and health screens must be kept in your Field Folder. Copies must also be provided to the Field Director no later than August 15th. Your agency will also need copies (possibly original copies) before you begin your internship.

APPENDIX:

Sample Resume

Follow-up Email Template

Summary of Internship Interview Template

10 Questions to Ask During Your Interview

Application for Placement in a Field Setting

Jane A. Smith

100 South Prince Street • Lancaster, PA 17603
717-555-3968 • janeasmith@yahoo.com

Ambitious and motivated individual with varied experience evidencing initiative and ability to work independently. Proven ability to educate, communicate and build rapport with difficult clients. Demonstrated skill in team participation and customer service.

EXPERIENCE

Water Street Ministries (August 2014-present)

Supervise homeless shelter resident community in the women’s and family shelter. This is a weekend position, and on-call as needed.

Child Care Provider, Self Employed (2008-2011)

Over 1,000 hours of direct child care experience with families, local church Sunday school and youth group programs.

Starbucks, Lancaster PA (August 2012 – August 2014)

Server and cash register employee. Excelled in customer service. Received 2 promotions during a two-year period and was promoted to assistant weekend manager.

PRACTICUM EXPERIENCE

Boys and Girls Club of Metropolitan Baltimore (2014)

Assisted with organizing youth events, tutored elementary student, coordinated middle and high school group activities, and taught self-care curriculum. 30-hour Practicum during Junior year of college.

COBYS

Currently shadowing and assisting in the DINA program. This program seeks to reduce children's aggressive and disruptive behavior, increase pro-social behavior, and problem- solving strategies, as well as increased emotional literacy. Will complete 30-hour Practicum during Junior year of college.

COMMUNITY SERVICE EXPERIENCES

Westminster Presbyterian Church (2011-2012)

Assisted in the Refugee Outreach Program. Attended weekly outreach meetings providing conversational English assistance to program participants. Assisted in coordination of snacks and weekly activities for refugee children.

REFERENCES

John Jones, Water Street Ministries:	(717) 765-4321	johnjones@wsm.org
Beth Wilson, Starbucks	(717) 987-6543	bethwilson@starbucks.org
Jack Brown, Boys and Girls Club	(717) 876-5432	jackbrown@BGC.org
Cindy Myers, COBYS	(717) 321-7654	cindymyers@cobys.org

EDUCATION

Anticipated Graduation, May 2018
Lancaster Bible College, Lancaster PA
Bachelor of Social Work (BSW)

Follow-up Email Sample

You may copy and paste this text into your own email or modify it as needed.

Dear Mr./Mrs. _____:

It was a pleasure to speak with you today by phone. I want to express my appreciation for your willingness to consider me for internship placement with your agency. I am sincerely looking forward to meeting you and learning more about _____ (Insert name of agency).

As confirmed by our earlier conversation, I will see you at example: 2pm on Tuesday, April 5th (insert time and date) at your office located at _____ (insert address).

Sincerely,
(Your name inserted here)

CC: Mary Yager, LBC Field Director

Please complete the following *Summary of Internship Interview* and email it to myager@lbc.edu

Summary of Internship Interview:

Please complete the following status report and email it to myager@lbc.edu
You may copy and paste these questions into your email, give answers for each, and send the email.

Name of Student:

Name of Agency:

Date of Interview:

Result of Interview: (Was the internship offered and did you accept it?)

Do you have any concerns about the placement?

Did you discuss a start date for the internship, and if so, what is the start date?

Do you have reliable transportation?

What clearances are needed, and are you fully aware of the process to obtain the clearances?

Do you need a medical exam, and if so, do you have instructions and/or the required physical form?

10 Questions to ask during your Interview

- 1.) Can you describe the type of work that I will be observing and participating in at this agency?
- 2.) Can you tell me what a typical day looks like for a social worker in your agency?
- 3.) Have you had BSW interns at your agency before, and if so did the agency find the internship program beneficial to the agency as well as the student?
- 4.) If offered an internship, what type of work and assignments might you foresee in my future?
- 5.) If I am offered an internship here, who would be assigned as my supervisor?
- 6.) If I am offered an internship here, can you tell me if I need any special clearances, background checks or health physicals?
- 7.) If I am offered an internship here, will I need to transport clients, and will I need any additional auto insurance on my vehicle?
- 8.) Is there a formal training or orientation sessions that I will need to attend, and if so are the dates established yet for this training so that I can mark my calendar?
- 9.) If I am offered the internship, what times would be best for me to work? (Remember, your schedule should be set up to allow you to work days on MWF. Working in evenings or weekends is up to you and your schedule.) PLEASE NOTE: If you are an athlete or have some other major commitment with job or classes that conflict with the internship, this would be the time to discuss conflicts.
- 10.) Can you suggest anything for me to do to help me prepare for the internship? (Ex: Reading the agency handbook, reviewing the website, learning more about the client population, etc.)

Application for Placement in a Field Setting

INSTRUCTIONS: Please complete and return this application to the Field Director, Mary Yager.

You must attach a copy of an *up-to-date resume* with this application. Your resume must include your Christian Service and Practicum experiences and include the names and contact information of the supervisors at these placements in the *reference* section of your resume.

NAME & EMAIL ADDRESS:

--

CURRENT ADDRESS & CELL PHONE NUMBER:

--

SUMMER ADDRESS (IF DIFFERENT FROM ABOVE) AND PHONE NUMBER:

--

PLEASE INDICATE THE DATE WHEN YOU ARE AVAILABLE TO BEGIN YOUR FALL INTERNSHIP. Please consider summer employment, mission trip, sports schedule or LBC orientation dates if you are an RA/CA.

Date:

PLEASE INDICATE IN WHICH CITIES YOU WOULD PREFER TO BE PLACED:

(Effort will be made to find an internship within 15 miles of the selected location.)

Choice #1: _____

Choice #2: _____

PLEASE INDICATE YOUR PREFERENCE FOR A SECULAR OR FAITH-BASED SETTING:

SECULAR (Public or Private) **FAITH-BASED (Private Agency)** **No Preference**

PLEASE INDICATE YOUR PREFERENCE FOR INTERNSHIP SPECIALIZATION:

Choice #1: _____

Choice #2: _____

Choice #3: _____

Child Welfare/Protection	Foster Care	Residential (youth)
Adoption	Early Intervention	Children with Disability
Adults with Disability	Schools	Substance Abuse
Gerontology/Nursing Home	Behavior/Mental Health	Vocational Services
Jail/Prison	Homeless Shelter	Community Action Program
After School Programming	Juvenile Justice/Detention	Adult Protective Services
Veterans	Medical/Low income clinic	Pregnancy Support
Refugee Resettlement	Youth Mentoring	Low Income Assistance

*You may write in a category that is not listed above.

If you already know of an agency or agencies where you would like to be considered for placement, please include the information below. Include contact information if you have a personal connection to this placement.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Please list your strengths and areas for improvement:

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Is there anything else that you hope to be considered as we locate a placement?

<hr/> <hr/> <hr/>

<hr/> <hr/>

Do you fluently speak a language other than English? NO YES

If Yes, what language? _____

Information related to placement Location:

Do you have a current driver's license? YES NO

Do you have a car available to travel to and from field? YES NO

Have you ever had an "excessive" speeding ticket in PA? YES NO

Do you have a criminal record? YES NO

I have attached one copy of my *updated resume*.

If required for my placement, I agree to complete a criminal background check, child abuse registry and/or any health screenings (including drug testing, TB and Hepatitis-B test, etc.) necessary for the acceptance of my field placement. I understand that if I have a criminal history it might limit my internship choices, and that a classification as a sexual offender will deem me ineligible for field.

Student Name _____ Date _____

THIS AGREEMENT is made this _____ day of _____, 20____, by and between **Lancaster Bible College**, (hereinafter referred to as “College”) an educational institution in the Commonwealth of Pennsylvania and _____ (hereinafter “Site”).

BACKGROUND

WHEREAS, the Site is equipped with the facilities and professional staff necessary to provide an educational experience to the College’s students in the area of Bachelor of Social Work; and

WHEREAS, the College is an educational institution that provides a degree in the area of social work;

WHEREAS, the College is desirous of providing an educational experience to its students limited to participation through supervision in a field internship setting; and

WHEREAS, the Site is desirous of establishing a relationship with the College whereby its students may receive experience in their area of matriculation subject to the provisions of this Agreement.

NOW THEREFORE, intending to be legally bound, the parties hereto agree as follows:

I. DUTIES AND RESPONSIBILITIES OF THE COLLEGE

Selection of Students. The College shall be responsible for the selection of qualified students to participate in the field internship experience. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the Site. The parties will mutually agree upon the number of students selected for the Site.

Education of Students. The College shall assume full responsibility for the classroom education of its students. The College shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading, graduation and faculty appointments.

Submission of Candidates. The College shall submit the names of the students to the designated representative of the Site within ample time for the Site to interview the student prior to the internship.

Policies of Agency. The College will review with each student, prior to the internship assignment, any and all applicable policies, codes, or confidentiality issues related to the

internship experience. The Site will provide the College with the applicable information in advance of the student being matched with the agency.

Advising Students of Rights and Responsibilities. The College will be responsible for advising students of their responsibilities under this Agreement. All students shall be advised of their obligations to abide by the policies and procedures of the Site and should any student fail to abide by any policy and/or procedure, they may be removed from the internship.

Clearances. The College will require its students to obtain child abuse and criminal record clearances prior to the student's acceptance into the field program. Students will be required to update their criminal background checks and child abuse clearances if requested by the Site. The College will also require its students who are participating in internships to comply with the health status requirements of the Site, including but not limited to, physical examinations, vaccinations and health screening requirements for tuberculosis, hepatitis B and measles. Proof of compliance must be presented prior to the internship.

Education for the Field. The College shall provide an on-going educational forum for supervisors focused upon issues related to student development and the field practice experience.

a. *Removal of Students.* The College is responsible for insuring that its students are meeting their educational goals at the Site. If the College determines that a student's educational needs are not being met or they are not receiving field instruction by a qualified professional, the College in consultation with the Site will remove the student from the Site.

b. *Professional Liability Insurance.* Students may be responsible for procuring professional liability insurance at their own expense, if the Site requires this coverage. Traditional limits of a policy may be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. If requested of the student, the liability policy must remain in full force and effect for the duration of the internship.

c. *Driving Clients.* The College will inform students who are participating in a field experience that pursuant to their course of study they may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in his/her personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their internships to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.

II. DUTIES AND RESPONSIBILITIES OF THE SITE

Student Participation in Site. The Site agrees to allow a mutually agreed upon number of students of the College to participate in a field practice experience. The Site is encouraged to

interview the student intern prior to their acceptance for an internship at the Site. The Site agrees that the students selected for the program will be permitted to participate at dates and times mutually agreeable between the Site and the College.

Client Care/Administration. The Site will have sole authority and control over all aspects of client services. The Site will be responsible for and retain control over the organization, operation and financing of its services.

Removal of Noncompliant Student. The Site shall have the authority to terminate the internship at the Site of a student who fails to comply with Site policies and procedures. The Site agrees to facilitate the termination process in conjunction with the responsible College Social Work Program Director or the Social Work Program Field Director.

Emergency Medical Care of Students. The Site may provide to the students, to the extent possible, first aid for any injuries or illness that may occur while the student is at the agency. However, the Site assumes no responsibility, financial or otherwise, beyond the initial first aid.

Designation of Representative. The Site shall designate a person to serve as a liaison between parties who will meet periodically with representatives of the College in order to discuss, plan and evaluate the field practice experiences of the students.

Supervising of Students. The Site shall provide a Field Instructor or Task Supervisor who will monitor the student's activities during the internship. The Site will provide an opportunity for the student to engage in direct social work practice as soon as deemed possible through mutual agreement between the Site and the student. The Field Instructor or Task Supervisor will provide weekly, direct supervision with the social work student intern.

Reporting of Student Progress. The Site shall provide all reasonable information requested by the College on a student's work performance. The Site will provide, in writing, a mid-semester and final evaluation, of the student intern. Evaluations will be completed and returned according to any reasonable schedule provided by the College.

Changes in Assignment. The Site will, as soon as practical, inform the College of any changes in student assignments. If additional social work programs exist within the agency, the Site should devise ways for the coordination of all programs so that all students may have the maximum benefit of the learning experience.

Rules and Policies. The Site will provide the College, at least two weeks in advance of the internship, all-relevant rules, regulations and policies of the Site that may impact the student internship. The Site, when necessary, shall have the responsibility of updating this information.

Facilities. The Site will provide dedicated space to the student.

Student Records. The Site shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent

written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

III. MUTUAL TERMS AND CONDITIONS

Terms of Agreement. The term of this Agreement shall remain in effect until either party wishes to terminate the agreement.

Termination of Agreement. The College or the Site may terminate this Agreement for any reason with ninety (90) days' notice. Either party may terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.

Nondiscrimination. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, and national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the American with Disabilities Act.

Interpretation of the Agreement. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

Modification of Agreement. This Agreement shall only be modified in writing with the same formality as the original Agreement.

Relationship of Parties. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

Liability. Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth.

Entire Agreement. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives (of the parties have) executed this Agreement as of the date previously indicated.

Lancaster Bible College

901 Eden Road

Lancaster PA 17601

Site Name

Address

City, State, Zip Code

Mr. Matt Mason, Vice President of
Finance

Site Authorized Signature

Dr. Peter W. Teague, President

Print Name/Title

Revised 6/19

**CONTRACT AGREEMENT
BETWEEN
STUDENT, FIELD INSTRUCTOR (OR TASK SUPERVISOR) AND SOCIAL WORK PROGRAM**

Student Name: _____

Agency Name: _____

Agency Address: _____

Task Supervisor (if applicable): _____

Field Instructor: _____

Phone & Email: _____

(Of Field Instructor and Task Supervisor, if applicable)

Agreement between Student, Field Instructor and Social Work Program:

- I. Lancaster Bible College offers a bachelor's degree in Social Work (BSW). As part of the educational experience, all Social Work students are required to complete **420 hours** of field experience during their senior academic school year (2 semesters). Students attend Field Seminar class on Tuesday and Thursdays and are available on MWF (and possibly weekends and evenings) to fulfil internship hours. They should average about 15 hours a week which will give them an excess of 420 hours. Semesters are 15 weeks in length with specific break times when the student may not be available (Spring break, Winter break, etc.) Students will negotiate these absences with their field instructor. The student agrees to fulfil 420 hours with the agency, and the agency agrees to host the student in the agency setting.
- II. Lancaster Bible College Social Work Program agrees to provide student and agency with support in the field experience. LBC will ensure that the student is familiar with learning goals and requirements of the internship. LBC will ensure that the agency and field instructor understand the expectations of an accredited internship experience. LBC will provide a Field Liaison who will visit the student and field instructor in the agency setting a minimum of 2 times during the placement. The Field Liaison is available by phone, email, or additional in-person contact if needed.
- III. The Field Instructor or Task Supervisor will recognize that the student is a learner and that the purpose of the field experience is to connect the theoretical classroom knowledge with the practice of social work in a field setting. The agency will be sensitive to the student's questions, needs and status as a learner. The student agrees to apply knowledge in the practice setting by working independently when the task supervisor or field instructor is confident of their ability.

- IV. The student agrees to exhibit the core values of social work, support the mission of the hosting agency, and act as a representative of Lancaster Bible College abiding by school rules and expectations of conduct. By accepting a field placement, the student agrees to demonstrate the competencies and behaviors of a social worker as outlined in their Learning Plan.

- V. The Field Instructor or Task supervisor agrees to provide supervision for the student. (Task supervisor provides informal supervision.) Supervision is for the purpose of professional growth as a social worker. During supervision the student will review learning plan goals, accept feedback and constructive criticism, accept training and instruction, review quality of work, and ask questions that further their professional knowledge. The student should receive a minimum of 15 hours of supervision.

- VI. The Field Instructor or Task Supervisor agrees to participate in the orientation breakfast at LBC or meet individually with the Field Director to review program requirements. They will participate in 2 Field Liaison visits and complete the mid-point and final evaluation for the student intern.

- VII. Student and client safety are of the utmost importance to all parties involved in this agreement. Therefore, the Field instructor or Task Supervisor agrees to train the student in any safety protocol required by their staff that is reasonable and customary for an entry level staff person.

- VIII. The student agrees to independently purchase liability insurance. The student agrees to provide the agency and college with proof of coverage.

- IX. Students agree to submit to the transportation policies of the field agency. In some field settings, students are required to transport clients and must provide proof of insurance in order to do so. If the agency requires additional auto insurance for liability purposes they will inform the student of the requirement, and the student will comply with the requirement.

Dates of the Field Internship:

Start date: _____ End date (estimate): _____

This agreement is accepted by:

Student

Date

Task Supervisor (if applicable)

Date

Field Instructor

Date

Field Director

Date

Updated 6/19 my

Learning Plan

Lancaster Bible College Social Work Program

STUDENT:	Date:
AGENCY:	

GOAL: The goal of the field experience is for the student intern to demonstrate the integration and application of the following *competencies* into practice. According to the Council on Social Work Education, Social Work competence is the ability to integrate and apply social work knowledge, values and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. (CSWE, 2015)

OBJECTIVE/COMPETENCY 1:
Demonstrate Ethical and Professional Behavior

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
1a) 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;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
1c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic situations;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
1d) Use technology ethically and appropriately to facilitate practice outcomes; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
1e) Use supervision and consultation to guide professional judgment and behavior.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

OBJECTIVE/COMPETENCY 2:**Engage Diversity and Difference in Practice****Personal Objective:**

Task/Behavior	Strategy/Outcome	Dates
2a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
2b) Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
2c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

OBJECTIVE/COMPETENCY 3:**Advance Human Rights and Social, Economic, and Environmental Justice****Personal Objective:**

Task/Behavior	Strategy/Outcome	Dates
3a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
3b) Engage in practice that advance social, economic, and environmental justice.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

OBJECTIVE/COMPETENCY 4:**Engage in Practice-informed Research and Research-informed Practice****Personal Objective:**

Task/Behavior	Strategy/Outcome	Dates
4a) Use practical experience and theory to inform scientific inquiry and research;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
4b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
4c) Use and translate research evidence to inform and improve practice, policy, and service delivery.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:**OBJECTIVE/COMPETENCY 5:**

Engage in Policy Practice

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
5a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
5b) Assess how social welfare and economic policies impact the delivery of and access to social services;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
5c) Apply critical thinking to analyze formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

OBJECTIVE/COMPETENCY 6:**Engage with Individuals, Families, Groups, Organizations, and Communities****Personal Objective:**

Task/Behavior	Strategy/Outcome	Dates
6a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
6b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

OBJECTIVE/COMPETENCY 7:**Assess Individuals, Families, Groups, Organizations, and Communities****Personal Objective:**

Task/Behavior	Strategy/Outcome	Dates
7a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
7b) 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;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
7c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
7d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

OBJECTIVE/COMPETENCY 8:**Intervene with Individuals, Families, Groups, Organizations, and Communities****Personal Objective:**

Task/Behavior	Strategy/Outcome	Dates
8a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
8b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituents	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
8c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
8d) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
8e) Facilitate effective transitions and endings that advance mutually agreed-on goals.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

OBJECTIVE/COMPETENCY 9:**Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.****Personal Objective:**

Task/Behavior	Strategy/Outcome	Dates
9a) Select and use appropriate methods for evaluation of outcomes;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
9b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
9c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
9d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

OBJECTIVE/COMPETENCY 10:**Synthesize Social Work Values and One's Biblical Worldview****Personal Objective:**

Task/Behavior	Strategy/Outcome	Dates
10a) Identify personal values and behaviors that emerge from a biblical worldview;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
10b) Demonstrate behaviors that are aligned with a biblical worldview;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
10c) Articulate how the spiritual dimension is an integral part of the whole person.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

Please give narrative feedback to the intern regarding the creation or completion of the plan.

The undersigned agree with the Learning Plan developed by the LBC Intern. This plan can be modified throughout the internship experience. Modifications will be reviewed during site visits.

LBC Student Intern

Date

Field Instructor

Date

Task Supervisor (if applicable)

Date

Field Director

Date

Updated 7/18 my

2019-20 Student Log

Part 1: Time Log: For your Time Log, please complete the following:

- *Every time* you attend your internship, enter the date that you worked at the agency, or completed tasks assigned by your supervisor.
- Enter the number of hours worked each day of your internship. You will total your hours each week under the *running total* section and give a final count of hours on the final week of class.
- You may record the hours that you spend doing homework for our Field Seminar class. Typically, you will record about one hour per week when we have assignments as they are related to your internship for the purpose of improving your work with clients.
- Record a brief statement regarding the work you did for each entry date. (Ex: *Met with 3 clients, attended court, had supervision*)
- Under the ‘Bx’ column, list three new behaviors (by code number) that you completed per week. If you record a behavior code on the time log, *you must then go to Behavior Log* and write a summary of the behavior. By placing the code for the completed behavior on the Time Log, I will know which Behavior to grade for the week. I will grade 3 behaviors per week and want you to only place 3 NEW practice behaviors in your Time Log. However, in the Behavior Log, you may write as many entries as you want each week to have a more robust Log.

Time Log				
Week	Date	Hours	Brief summary of activity	Bx.
#1				
	Running Total:			
#2				
	Running Total:			

#3				
	Running Total:			
#4				
	Running Total:			
#5				
	Running Total:			
#6				
	Running Total:			
#7				

	Running Total:			
#8				
	Running Total:			
#9				
	Running Total:			
#10				
	Running Total:			
#11				
	Running Total:			
#12				

	Running Total:			
#13				
	Running Total:			
#14				
	Running Total:			
#15				
	Running Total:			
#16			(Please see class instructor if you have not completed your hours by Week #15. Only complete Week #16 with permission.)	
	Fall Hours:		<-- PLEASE RECORD YOUR FALL HOURS HERE	
	Spring Hours:		<-- PLEASE RECORD YOUR SPRING HOURS HERE	
	TOTAL:		< -- PLEASE RECORD TOTAL HOURS HERE. 210 hours are expected each semester, for a total of 420 hours.	

Part 2: Behavior Log: For your Behavior log, record the following:

- Each week you will record 3 new behaviors. There is a total of 32 behaviors required by CSWE accreditation standards. If you average 3 new behaviors per week, you will complete all 32 by the end of the semester. You will repeat this assignment in the Spring semester.
- Your summary **MUST** explain why the task you describe fulfills the behavior. “This activity fulfills the behavior because...”
- This Log will be shared with your Field Instructor or Task Supervisor when you meet for your mid-semester and end of semester evaluations. It will be used to evaluate your progress based on your successful completion of the behaviors. Therefore;
- Summaries of behaviors can be brief and are intended as a reminder for you of how you accomplished these goals. When you meet with your Field Supervisor for your evaluations, you can share details and explain how you met the competency goals.

COMPETENCIES AND BEHAVIORS	
1) Demonstrate Ethical and Professional Behavior	
1a) 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;	<hr style="border: 0.5px solid red;"/> 2 nd Semester:
1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	<hr style="border: 0.5px solid red;"/> 2 nd Semester:
1c) Demonstrate professional demeanor in behavior; appearance;	<hr style="border: 0.5px solid red;"/>

and oral, written, and electronic communication;	2 nd Semester:
1d) Use technology ethically and appropriately to facilitate practice outcomes; and	2 nd Semester:
1e) Use supervision and consultation to guide professional judgment and behavior.	2 nd Semester:
2) Engage Diversity and Difference in Practice	
2a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	2 nd Semester:
2b) Present themselves as learners and engage clients and constituencies as expert of their own experiences; and	2 nd Semester:
2c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working	2 nd Semester:

with diverse clients and constituencies.	
3) Advance Human Rights and Social, Economic, and Environmental Justice	
3a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	2 nd Semester:
3b) Engage in practices that advance social, economic, and environmental justice.	2 nd Semester:
4) Engage in Practice-informed Research and Research-informed Practice	
4a) Use practice experience and theory to inform scientific inquiry and research;	2 nd Semester:
4b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	2 nd Semester:
4c) Use and translate research evidence to inform and improve practice, policy, and service delivery.	2 nd Semester:
5) Engage in Policy Practice	

<p>5a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p>	<hr/> <p>2nd Semester:</p>
<p>5b) Assess how social welfare and economic policies impact the delivery of and access to social services; and</p>	<hr/> <p>2nd Semester:</p>
<p>5c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economic, and environmental justice.</p>	<hr/> <p>2nd Semester:</p>
<p>6) Engage with Individuals, Families, Groups, Organizations, and Communities</p>	
<p>6a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p>	<hr/> <p>2nd Semester:</p>
<p>6b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<hr/> <p>2nd Semester:</p>
<p>7) Assess Individuals, Families, Groups, Organizations, and Communities</p>	

<p>7a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p>	<hr/> <p>2nd Semester:</p>
<p>7b) 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;</p>	<hr/> <p>2nd Semester:</p>
<p>7c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p>	<hr/> <p>2nd Semester:</p>
<p>7d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<hr/> <p>2nd Semester:</p>
<p>8) Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	
<p>8a) Critically choose and implement</p>	

<p>interventions to achieve practice goals and enhance capacities of clients and constituencies;</p>	<hr/> <p>2nd Semester:</p>
<p>8b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p>	<hr/> <p>2nd Semester:</p>
<p>8c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p>	<hr/> <p>2nd Semester:</p>
<p>8d) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p>	<hr/> <p>2nd Semester:</p>
<p>8e) Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<hr/> <p>2nd Semester:</p>
<p>9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	
<p>9a) Select and use appropriate methods</p>	<hr/>

for evaluation of outcomes;	2 nd Semester:
9b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	2 nd Semester:
9c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	2 nd Semester:
9d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	2 nd Semester:
10) Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families, Groups, Organizations, and Communities.	
10a) Identify personal values and behaviors that emerge from a biblical worldview;	2 nd Semester:
10b) Demonstrate behaviors that are aligned with a biblical worldview; and	2 nd Semester:

10c) Articulate how the spiritual dimension is an integral part of the whole person.

2nd Semester:



LANCASTER BIBLE COLLEGE
 YOUR JOURNEY. OUR FOCUS.

Please Check One

Fall Semester

Spring Semester

Internship Hours Verification Form

Week Number	Date Range	Hours Completed This Week	Field Instructor Signature
#1			
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
#10			
#11			
#12			
#13			
#14			
#15			
#16			

My signature below verifies that I have completed _____ internship hours during this semester. I understand that I am responsible for accuracy in reporting my internship hours and that intentionally reporting inaccurate internship hour completion is grounds for dismissal from the LBC Social Work Program.

Intern Signature: _____ Date: _____

Form L

Field Setting Evaluation

Please Check One
 Fall Semester
 Spring Semester

Name of Student: _____

Name of Field Agency: _____

Field Instructor Name and Title: _____

Description of Student Activities during Field Placement:

Please evaluate the Learning Environment, Field Supervision and Overall Field Experience:

Criteria	Excellent	Met my expectations	Some areas of concern	Lacking depth or not met
I felt as though I was adequately oriented to the Agency.				
I felt a part of the staff.				
The learning opportunities provided to me met my skill level.				
My Field Instructor/Task Supervisor was available as needed.				
Field Supervision aided in my development of practice behaviors.				
Comments:				

Brief Overview of the Field Experience

Preparation for the Internship Experience:

In order to be approved for field placements, students have already successfully completed:

- Foundational coursework: Introduction to Social Work, Social Welfare Policy, Diversity, Human Behavior in the Social Environment, Practice with Individuals, Practice with Families & Groups, General Psychology as well as other college coursed outside of the social work curriculum. Students must have an overall GPA of 2.5 or higher to begin field placement to ensure basic educational competency.
- 60 hours of service to the community. During the sophomore year students complete 60 hours of community service. Social work students are encouraged to engage in activities that will strengthen interpersonal, professional and social work skills.
- Act 31 Mandated Reporter Training (PA)
- At the end of the sophomore year students apply to enter the Social Work program and are admitted to the program. The admission process included professional and academic references, criminal background checks, clearances, self-assessment and formal interview.
- During the junior year, students complete 60 hours of Social Work practicum hours in two social service agency settings.

B. Student Time Commitment:

Students are required to complete 420 hour of field experience during the senior academic school year. The academic year runs from the end of August until early May, approximately 8 months. Students attend classes during their senior year on Tuesday and Thursdays only, and are available on Monday, Wednesday, and Friday (possibly weekends and evenings) to fulfill internship hours. They must fulfil approximately 15 hours a week, which will result in an excess of 420 hours. Most students return home over winter break (mid-December through mid-January) and will not be available to complete internship hours during the winter break.

C. Site Visits:

The LBC Field Liaison will conduct a site visit 2 times during the 8-month internship, once in the fall semester and once in the spring semester. Students are part of these meetings.

D. Supervision:

BSW interns are required to have supervision by a social worker who graduated from an accredited school of social work education. The purpose of the field experience is for students to begin to apply social work knowledge, values and skills in an agency setting under the guidance of a BSW or MSW supervisor (with at least 2 years of experience in the field). Supervision is

required and can be a combination of individual or group supervision. We recognize that many agencies have non-BSW/MSW staff in positions of direct supervision of entry-level human services staff. We refer to this person as a Task Supervisor and understand that day-to-day oversight will likely occur from staff *without* a social work degree. However, accreditation standards require that educational supervision occur weekly from a Social Worker with a BSW or MSW degree. We refer to this person as the Field Instructor.

The Field Instructor will be oriented to the LBC Internship program by the Field Director, either at a training event held at LBC, or in person at the agency if the Field Instructor cannot attend the training event, which traditionally occurs in September.

Field Instructors will also be asked to formally evaluate the Intern's progress with a mid-year and year-end evaluation. The Field Instructor will review the student's Learning Plan to assess the competence of the intern.

E. Learning Plan:

Per the LBC Social Work program and as required by the Council on Social Work Accreditation (CSWE), social work interns will develop a specific learning plan to guide their internship experience. Within the first three weeks of the internship, the student will develop an individualized learning plan that includes learning goals, objectives and activities/tasks that will help them to meet the competencies of social work. The learning plan will be completed as part of the classroom experience and is the responsibility of the student. Students will then provide the Learning Plan to the agency Field Instructor for final approval and/or modification. If the student is struggling to develop their learning plan, they might ask for ideas of how to fulfil the competencies of social work.

F. Course Work and activities in conjunction with the Internship Experience:

Students attend a Field Seminar class on-campus class every Tuesday and Thursday during their senior year. This course supports their internship experience and provides classroom opportunities to address internship issues and reinforce skills. It provides academic oversight of the interns in addition to their field supervision and training provided in the agency setting.

Students carry a full-time course load in addition to their internship experience. Most students will have 3-4 courses in addition to their internship experience.

Some interns have part time jobs or are student athletes and will have practice and sporting events throughout the year. Whenever possible, students will make their internship a priority. Employed students and student athletes know schedules in advance and will negotiate their internship hours with the agency with the foreknowledge of their athletic or employment schedules.

During midterm and final exam weeks we ask for your flexibility with the student intern. Exam schedules are set at a later time in the academic year and can change based on the student's workload.

G. Contract Agreement:

When the agency agrees to host an intern, a contract agreement (Form D) will be signed by the student intern, Field Instructor and Field Director. The Contract Agreement can be found in the Appendix of this document. It is meant as a reminder and prompt for key discussion points between the student and the supervisor. It is not a legally binding contract and can be considered as a professional agreement between the student, LBC and individual providing supervision to the student.

Updated 6/19 my

Intern:	Date:
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Field Instructor Evaluation

Please Check One:

- | | |
|--|--|
| <input type="checkbox"/> End of 1st Semester,
Midpoint Evaluation
(December) | <input type="checkbox"/> End of 2nd Semester,
Final Evaluation
(May) |
|--|--|

Part One: Evaluation of Core Competencies and Practice Behaviors

Please rate the intern using the following scale:

[1] Beginning	[2] Developing	[3] Accomplished	[4] Exemplary
---------------	----------------	------------------	---------------

1. Beginning: Student has shown minimal knowledge, value or skill in this area, needs frequent instruction and oversight from supervisor and lacks confidence or desire to learn.
2. Developing: Student is starting to show knowledge, value or skill in this area, needs instruction and oversight from supervisor but has pursued opportunities to learn the skill.
3. Accomplished: Student is competent in this area.
4. Exemplary: Student is competent in this area and has shown knowledge, value or skill beyond that of an intern. Student is able to act independently in this area and is trusted to accomplish this task.

Please note: When completing the 1st Semester/Midpoint evaluation you may leave blank any areas that have not yet been practiced. By the 2nd Semester/Final evaluation, all practice behaviors must be rated. Student is required to pursue opportunities to practice all of the core competencies. If a student has given no indication that they practiced in an area, please note it in the comment section below the rating section.

COMPETENCY 1: Demonstrate Ethical and Professional Behavior

1a	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.	1	2	3	4
1b	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4
1c	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	1	2	3	4
1d	Uses technology ethically and appropriately to facilitate practice outcomes	1	2	3	4
1e	Uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4

Comments (Competency #1):

COMPETENCY 2: Engage Diversity and Difference in Practice

2a	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1	2	3	4
2b	Presents themselves as a learner and engages clients and constituencies as experts of their own experiences.	1	2	3	4
2c	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

Comments (Competency #2):

COMPETENCY 3: Advance Human Rights and Social, Economic, and Environmental Justice					
---	--	--	--	--	--

3a	Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1	2	3	4
3b	Engages in practices that advance social, economic, and environmental justice.	1	2	3	4

Comments (Competency #3):

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

4a	Uses personal experience and theory to inform scientific inquiry and research.	1	2	3	4
4b	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	1	2	3	4
4c	Uses and translates research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4

Comments (Competency #4):

COMPETENCY 5: Engage in Policy Practice					
5a	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
5b	Assesses how social welfare and economic policies impact the delivery of and access to social services.	1	2	3	4
5c	Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4

Comments (Competency #5):

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities					
6a	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
6b	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4

Comments (Competency #6):

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

7a	Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	1	2	3	4
7b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4
7c	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
7d	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4

Comments (Competency #7):

COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities					
---	--	--	--	--	--

8a	Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4
8b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks in interventions with clients and constituencies.	1	2	3	4
8c	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4
8d	Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	1	2	3	4
8e	Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4

Comments (Competency #8):

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

9a	Selects and uses appropriate methods for evaluation of outcomes.	1	2	3	4
9b	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
9c	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	1	2	3	4
9d	Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4

Comments (Competency #9):

Please add additional comments about the Intern's strengths or areas for improvement and continued growth:

After reviewing the evaluation with the student Intern, please sign and return to Lancaster Bible College.

LBC Student Intern

Date

Agency Field Instructor or Task Supervisor

Date

Field Director

Date

Lancaster Bible College, Social Work Program

Updated 8/18 my

Attachment K

Competencies, Behaviors and Suggested Activities

Please note: *Competencies* are shaded in dark grey and are numbered 1 – 9. *Behaviors* are the activities that the student intern should accomplish while working at their Internship. Under each *Behavior* are bullet points with suggested ways to accomplish the task. The Field Instructor may choose other tasks that allow the intern to practice the behavior and work toward competency as a social worker. Some of the bullet points indicate that this task will be an assignment for the Field Seminar Course.

Please remember that the intern is a *student* and a *learner*. Their role is to learn and practice the knowledge, value and skills of the profession. The supervisor will act as a mentor and teacher in this process.

1: Demonstrate Ethical and Professional Behavior	
1A	<p>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;</p> <ul style="list-style-type: none"> • Determine which ethical codes are used in your internship setting and resolve to learn and use the code as your ethical guideline. • Review various ethical principle screens & strategies, and review scholarly journals related to ethical decision making and apply these techniques in the internship setting when making decisions. • Interview a co-worker in the agency that has faced ethical dilemmas and determine how this person resolved the issue. Attempt to learn ethical reasoning and decision making from seasoned co-workers. When possible, use the knowledge in your practice with clients. • Talk to your Field Instructor about relevant laws and regulations that affect the delivery of services to clients in your field setting. Resolve to learn about these laws and regulations and abide by them in the practice setting. • If given the opportunity to participated in or observe research being done within your field setting, resolve to practice ethical conduct. Discuss with a Field Instructor or the researcher how their research fits into the ethics of the social work profession.
1B	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <ul style="list-style-type: none"> • After basic orientation to your agency, create a list of potential value conflicts that you might face where your personal values might conflict with the way the agency provides services. Discuss these potential conflicts with your supervisor and create an action plan that allows professional values to guide your practice in the agency. • Refrain from imposing personal values on clients in a manner that inhibits client self-determination. Make a list of personal values that would not be

	<p>appropriate to impose on your clients and discuss the list with your supervisor during supervision.</p> <ul style="list-style-type: none"> • Interview a co-worker in the agency that has faced value conflicts and determine how this person resolved the issue. Resolve to apply similar successful strategies, and record in your log when you practice the strategies. • Identify several areas for personal growth and share with supervisor so that he/she can help hold you accountable to correct these behaviors. • Evaluate daily successes and failures and take corrective action if needed. • Seek corrective feedback from supervisor or other mentors and make corrections based on feedback of supervisors or mentors.
1C	<p>Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication;</p> <ul style="list-style-type: none"> • Be on time to internship and all appointments related to the internship experience. Develop a concrete plan for transportation. Eliminate schedule conflicts that could make you late to your internship. • Dress professionally in a manner that meets agency expectations; modest clothing, clean and neat appearance and grooming. • Speak professionally: eliminate excessive use of words/phrases such as “like” and “um” when speaking to client and other professionals. • Refrain from unprofessional behavior: derogatory language, gossip, slander, negative comments about clients, verbal or physical aggression, etc. • Practice professional communication by making phone calls on behalf of your agency. Return phone calls promptly and document all calls made or received. • Demonstrate effective written communication in case notes, email, letters, and other written correspondence. Use these same standards in electronic communication while following all rules of conduct outlined in the Code of Ethics. • Determine professional boundaries: learn the rules of your agency regarding interaction with clients (ex: physical touch/hugs, gifts, exchange of personal information with clients, use of social media with clients, etc.) • Resolve to engage with clients in a purely professional manner and seek feedback from supervisor and mentors regarding your boundaries with clients.
1D	<p>Use technology ethically and appropriately to facilitate practice outcomes;</p> <ul style="list-style-type: none"> • Read Standards for Technology in Social Work Practice published in 2018 by the NASW. This handbook can be found in the LBC Social Work department or online. • Follow the Code of Ethics as it pertains to Technology use. • Make a list of the various ways technology is used in your internship. Consider the potential for use and misuse. Resolve to use the technology within the standards of our Code of Ethics. Document in your log how you use technology ethically. • Consider your own skills in the area of technology use. Create a Learning Plan goal to improve in areas that are required within your field setting.

	<ul style="list-style-type: none"> • In areas of personal expertise, offer to take on a leadership role within your agency. Create a webpage, newsletter, Social Media site, etc.
1E	<p>Use supervision and consultation to guide professional judgment and behavior.</p> <ul style="list-style-type: none"> • Establish a weekly supervision schedule with your BSW/MSW supervisor and determine other key individuals that will provide task supervision or training. • Be prepared for each supervision meeting with updated learning plan, questions, or concerns related to the internship. • Seek supervision if needed outside of weekly appointments. (When in doubt, ask.) • Respond to feedback from supervisor, making changes when needed to improve practice skills. • Increase self-awareness through the process of supervision, and document growth in your Log. • If possible, attend multidisciplinary staffing in your agency setting and seek feedback from seasoned professionals in other disciplines. Document what you learn in your Log. • Document and summarize your supervision meetings in your Log (REQUIRED).
2: Engage Diversity and Difference in Practice	
2A	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <ul style="list-style-type: none"> • Review NASW Standards of Cultural Competence in Social Work Practice and make a list of how you might apply these standards within your agency setting. Share this information with your supervisor or in Field Seminar class. • Request the opportunity to work with a diverse caseload and coworkers. • Resolve to use position of power and authority in a manner than is consistent with the core values of social work and the strengths perspective that recognizes the value of difference. Journal about this experience in you Log. • Work with a client who is different than you are in age, gender, ethnicity, sexual orientation, religious preference, etc. and assess if the client has faced oppression, marginalization or alienation due to their difference. Reflect on the experience in supervision or in you Log. • When assessing diverse clients, a cultural assessment should be included. Resolve to learn how to do a cultural assessment and practice using the tool. • When working with clients, become aware of the way that their life experience has been shaped because of their 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. • Complete a Social Assessment on a classmate. You will be asked to assess life experiences based on various diversity factors.

	<ul style="list-style-type: none"> • In Field Seminar and during supervision, practice communicating your understanding of how difference has shaped the life experience of the clients and communities that you serve. Seek feedback from supervisor and classmates about this subject to ensure that your understanding is accurate.
2B	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p> <ul style="list-style-type: none"> • Demonstrate a desire to learn about the culture or differences of clients and colleagues; assess from a strength’s perspective and refrain from judgment. • When working with clients, listen to their stories. Ask what has worked well for them in the past. • Resolve to keep a short journal that documents client and colleague wisdom. • Resolve to affirm clients and colleagues regularly, identifying and communicating strengths.
2C	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> <ul style="list-style-type: none"> • Complete self-assessment assignment regarding personal biases and resulting effects. • With Field Supervisor, review the self-assessment and resolve to increase self-awareness related to this subject. • Resolve to self-regulate and manage biases. Each student will write a summary paper of their challenges and successes in managing biases and values as related to their client population. • Include the topic of “engaging diversity and difference” in weekly supervision meetings, and especially when working with diverse clients.
3: Advance Human Rights and Social, Economic, and Environmental Justice	
3A	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p> <ul style="list-style-type: none"> • Read the brief article found at www.cesj.org/learn/definitions/defining-economic-justice-and-social-justice/ • In collaboration with your supervisor, assess agency policy and practice regarding client groups. Determine if there is a need for advocacy to improve agency policy and remove barriers to services, resources or opportunities. If conditions are observed where there are barriers for certain clients, advocate on behalf of that client for access to services, resources or opportunities. • Participate in advocacy activities in which your agency may already be involved. • Speak to others on behalf of your clients who may face oppression or marginalization.
3B	<p>Engage in practices that advance social, economic, and environmental justice.</p> <ul style="list-style-type: none"> • If possible, act on the identification of barriers and seek to remove them. (As described in 3A). • Seek out opportunity within the agency to be on committees that assess social justice issues for clients.

	<ul style="list-style-type: none"> • If possible, participate in seminar, training go or workshops on social or economic justice as it relates to your internship client base. • Complete the <i>S/E/E Justice</i> activity required for Field Seminar.
4: Engage in Practice-informed Research and Research-informed Practice	
4A	<p>Use practice experience and theory to inform scientific inquiry and research;</p> <ul style="list-style-type: none"> • Seek out opportunity to be involved in research being carried out by your agency. This might include research on client satisfaction, community needs assessments, performance outcomes, etc. If possible, participate in a research related activity. Your experiences as a social worker and the work that you do might become some else’s research data. • Review past research activities completed at your agency. Review the history of why the research was completed, the results or findings, and the changes that were made within the agency to enhance client service or agency efficiency. • Participate in Research class assignment that requires students to identify an area of possible research in their internship setting.
4B	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</p> <ul style="list-style-type: none"> • Determine if there are research journals dedicated to your client population and gain access to the journals. Find several research articles of interest to you, and practice critical thinking, as described in the summary of 4B. Review your thoughts and conclusions with your Field Instructor or in Field Seminar class. • As a Field Seminar assignment, students will locate and read one research article (from a peer reviewed scientific journal) on a subject relevant to their client population. Students will submit a brief summary paragraph on how the research impacts their work. Students will share results in class and should also share this with their Field Instructor. • Apply critical thinking skills to the research activity that you will conduct for your LBC research course. Incorporate your thought process and its impact into your summary papers written for your Research assignments.
4C	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p> <ul style="list-style-type: none"> • Speak with your Field Instructor or Task Supervisor to discuss research that they are familiar with that has positively impacted their practice. • Make a habit of reading and reviewing research that applies to the field of social work, and especially to the client population that you serve. • Communicate with your Field Instructor or Task Supervisor to learn about research that is being completed in the agency setting. Determine how this research is helping the clients served by the agency. Review results in order to allow the research results to influence the way that you practice social work.
5: Engage in Policy Practice	

5A	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <ul style="list-style-type: none"> • Interview your Field Instructor, task Supervisor or other key agency administrators about specific laws or policies that impact service delivery. • Investigate policies that impact your clients and your agency. • Resolve to follow the guidelines of the policies that impact your agency. • Resolve to understand the historic context of the laws and their intended goals.
5B	<p>Assess how social welfare and economic policies impact the delivery of and access to social services;</p> <ul style="list-style-type: none"> • Ask your Field Instructor if there are any policies that consistently have a negative impact on clients served by your agency. Assess the policy, learn its history and why it was put into place. Determine if there are alternatives or ways to work around the negative impact. • Make a list of the laws or policies that most often hinder your clients from receiving benefits. Consider taking action about the limitation through legislative advocacy.
5C	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p> <ul style="list-style-type: none"> • Review and analyze agency policies that relate to the provision of services. With help from your supervisor, identify the key policies that govern provision of services. This could be federal or state polies as well as agency policy. • During Field Seminar class, students should share information with the class about significant agency policy (or a federal/state policy that impacts clients of the agency) that advances social and economic well-being of clients • If applicable, student will contact legislators regarding policies that discriminate against or negatively impact clients at their internship. • Identify and follow legislative action that will affect clients served in your internship setting. Field supervisor can help identify proposed legislative actions or issues related to agencies provision of services. Students will report on activity in class. • With approval, student will participate in efforts to improve agency policy. If your agency is involved with a taskforce or committee to improve policy, student will ask to participate. • With approval, student will interview clients regarding agency policies that impact them, and/or interview colleagues about how changes in laws affected their work with the agency. Student will seek input about how colleagues handled changes and how they became competent with new practice requirements.
<p>6: Engage with Individuals, families, Groups, Organizations and Communities</p>	

6A	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</p> <ul style="list-style-type: none"> • Review the planned change process with specific focus on engagement skills. Review the skills needed for effective engagement. Considering the population at your agency, determine what HBSE principles should be reviewed so that you are best prepared to engage with your clients. (Life span development, Erikson’s stages, diversity factors, developmental milestones of infants and children, gender and sexuality, race and ethnicity, organization and community empowerment, organizational development, etc.) • Request the opportunity to have direct client contact. When meeting clients for the first time, resolve to practice purposeful engagement while applying social work knowledge. Document the process in your student log, section 6A, specifically detailing the knowledge that you applied.
6B	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> <ul style="list-style-type: none"> • Recognize and act on the core value of dignity and worth of the person, treating all clients with dignity and respect. • Use respect, empathy, warmth, genuineness and unconditional positive regard; • convey hope for accomplishment of the client’s goals. • Practice interpersonal skills of active listening, appropriate body language (SOLER), paraphrasing, summarizing, clarifying, reflective responses, use of simple encouragement, open-ended questioning, and compromising. • Strive to accurately understand feelings, problems or concerns of the client or client group, in their cultural context.
<p>7: Assess Individuals, Families, Groups, Organizations, and Communities.</p>	
7A	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <ul style="list-style-type: none"> • Observe effective facilitation of intake and other assessments required by the agency. By observing other professionals completing assessments, the student will have the skill modeled for them, and will be better prepared to complete future assessments independently. • If possible, complete client intake assessment using the intake forms of the agency. Think critically about the purpose and importance of the standard intake questions. Based on client responses, formulate additional pertinent questions not on the intake form. • When possible, interview and collect information from other sources such as family members, community members, and other professionals who have worked with the client/client system. • Document collected data in notes and/or forms required by agency, in a professional manner. • Interpret client data within written documents and share your impression/professional opinions with supervisor. When possible, share your

	<p>interpretation in clinical staffing, case reviews or other multidisciplinary team meetings.</p> <ul style="list-style-type: none"> • Biopsychosocial assessment: students will work in pairs to complete a biopsychosocial assessment that is reviewed by the instructor and is required as part of SWK 461 Field Seminar, Spring Semester.
7B	<p>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;</p> <ul style="list-style-type: none"> • Review the list of theories and perspectives and consider how each can be applied in your internship setting, and their overall effectiveness. • Use eco maps, genograms, or similar tools used by your supervisor to facilitate assessment of client. • Review various intake assessments or social histories used at the agency where you are completing your internship. Practice assessing client data. • Based on knowledge acquired in HUBSE course, assess clients through the lenses of various frameworks. (For example, consider developmental theory for infants, life stages for early childhood through late adulthood.) • When you complete your Biopsychosocial assessment for Field Seminar class, intentionally apply your HBSE knowledge to the process of the assessment. • If possible, conduct or assist in conducting an assessment on a new client at your internship. With permission, complete a Biopsychosocial Assessment on this client and apply HBSE knowledge to the assessment process. • Review various assessment forms used at your internship site that assess the person in their environment. If possible, perform assessment using these forms. Apply HBSE knowledge during the assessment of data.
7C	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</p> <ul style="list-style-type: none"> • Identify internal and external strengths, skills, resources and supports for each client. This is integral for any assessment such as an Intake Assessment or a Biopsychosocial Report. If the assessment form used by the agency does not have a strengths-based component, this could be a possible topic for your Change Effort assignment in Practice III. • Using motivational interviewing techniques, help client identify strengths and resources when conducting assessments, completing treatment plans, setting goals, etc. • When meeting with clients for various assessments or one-to-one sessions, critically assess and clearly define client’s presenting problem, needs and challenges. • Help clients develop treatment goals, or goals to improve client situation. If possible, collaborate with client and supervisor to develop a treatment plan. • Remain committed to client-self-determination while motivating client to accomplish goals.

7D	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p> <ul style="list-style-type: none"> • Regularly discuss intervention strategies with supervisor and other professionals. • Develop a list of most common intervention strategies used with your client population and research each intervention technique. • Review professional journals reporting on evidence-based treatment for the population served by the agency. • When working with clients, mutually and collaboratively prioritize problems or issues that need immediate attention. Develop intervention plans and share the rationale for intervention with supervisor before referrals or services are arranged. • Resolve to actively include your clients in the process of selecting intervention strategies in order to consider their values and preferences.
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8: Intervene with Individuals, Families, Groups, Organizations, and Communities

8A	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <ul style="list-style-type: none"> • Help clients set realistic goals • When working with clients, help them identify what they believe are barriers to their goals. • If possible, help clients remove barriers and/or develop a plan with client to remove barriers. • Demonstrate knowledge of resources that will allow clients to accomplish goals. • Allow client to verbally process and think through the steps to accomplishing goals. Help client focus on realistic options. • Motivate and encourage clients in resolving problems and issues. • Research and review preventative services that your agency accesses for the population served by the agency. • When possible, refer clients to appropriate prevention services. • Complete strength assessments on clients and/or review social histories that document strengths and capacities. Consider strengths and capacities when making referrals. • Within your agency setting, determine the most common resources used, and the process to refer clients for these services. • Under supervision, assess clients to determine if services are needed, then assist in making a referral for a client for a needed service or resource. (ex: refer a client to a food pantry, help set up a psychological evaluation, assist in locating housing, etc.) • If barriers exist that inhibit a client from obtaining a service, the intern should advocate on the client’s behalf to remove barriers to services or address social injustices that inhibit services.
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8B	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <ul style="list-style-type: none"> • Review HBSE principles that directly affect the client population served at your agency. • Ask your Field Instructor for the opportunity of selecting interventions for clients served at your agency. When selecting interventions, consider HBSE factors that impact your client and apply the P-I-E framework. • For at least one client, consider their stage of development (Erikson). Determine at least one intervention that will contribute positively to mastering their key developmental task. If possible, put the intervention into place.
8C	<p>Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes;</p> <ul style="list-style-type: none"> • Speak with your Field Instructor or Task Supervisor to determine what types of interprofessional collaboration occurs within your internship setting. Make concrete plans to participate, attend meetings or develop interprofessional communication in your agency. • Regularly attend team meetings and staff meetings related to your internship. • Seek out Community meetings and attend if possible. • Actively engage in Practice III assignments that promote the concept of inter-professional collaboration.
8D	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</p> <ul style="list-style-type: none"> • When clients need services put in place for them (and they are not able or allowed to initiate a service on their own), Interns will mediate and negotiate services for the client under direction and approval of supervisor. • When possible, attend multidisciplinary meetings, case reviews and team meetings and advocate on behalf of client when appropriate, focusing on client’s strengths, accomplishments, progress, needs, and goals. • Participate in agency events that bring positive attention to the agency; raise funds that allow the agency to work on behalf of the clients; highlights agency needs; and present the agency, its staff and its clients in a positive light. • When possible, participate in multi-agency meetings designed to share resources, ideas, or address need for services in the community that would better address the needs of the client populations served at the agency.
8E	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p> <ul style="list-style-type: none"> • Related to case plans/service plans/treatment plan: be aware of the time frames for the completion of tasks, objectives and goals. Abide by these parameters, and help client understand the parameters as well. • Discuss with your supervisor how the agency addresses transitions and endings, and whenever possible, observe this process.

	<ul style="list-style-type: none"> • Develop an activity to do with clients and/or agency staff that help you transition out of (or end) the internship experience. • After intern is aware of the therapeutic value of preparing for transitions and facilitating endings, he or she will assist clients in this process. This might include processing emotions related to loss, anxiety, fear, joy, anger, abandonment, etc. Intern should consult with supervisor when clients are having difficulty with transitions and endings.
<p>9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	
<p>9A</p>	<p>Select and use appropriate methods for evaluation of outcomes;</p> <ul style="list-style-type: none"> • Speak with your Field Instructor or Task Supervisor to determine the evaluation methods used in your agency. Make sure you understand the methods and what the agency does with the information gathered through the evaluation process. When possible, participate in this process. • If Intern is working on a case, documentation should be included in the case file related to client progress toward goals. • Observe supervisor or other staff when they review case plans/service plans/treatment plans. Client progress will be monitored and evaluated, and success of the intervention will be discussed. • When interventions fail, analyze why they failed and how they can be improved. • Review professional journals related to evidence-based practice. • Participate in Practice III Logic Model activity which requires you to evaluate an intervention in your field setting.
<p>9B</p>	<p>Apply knowledge of human behavior and the social environment, Person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <ul style="list-style-type: none"> • Resolve to evaluate cases from an environmental lens, considering environmental factors that influence or impact the client. • Resolve to use tools such as Ecomaps and Genograms as you evaluate the effectiveness off your work, seeking healthier relationships and strengthened systems. • When closing cases, make a concerted effort at documenting the methods that were used both from social work and other disciplines. Evaluate what worked well, and what needed modification. Resolve to apply what you learned to future cases.
<p>9C</p>	<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</p> <ul style="list-style-type: none"> • Whenever possible, follow cases from their inception through their closing. Analyze, monitor and evaluate the interventions and determine if the outcome of the case was successful. If the case was successful, try to determine what worked well. If it was unsuccessful, try to determine the problems and issues so that you learn how to better approach similar cases in the future.

	<ul style="list-style-type: none"> • Talk with your Field Instructor or Task Supervisor to determine how the agency evaluates program process. Request to be a part of the evaluation process. • Participate in Practice III Organizational Analysis by interviewing agency representatives regarding their macro level evaluation process.
9D	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p> <ul style="list-style-type: none"> • Resolve to apply what you learn from each case to improve future work. • When possible, participate in case conferences or staff meetings that review cases and evaluate case outcomes. • Throughout the internship, review at least two professional journal articles related to the population served at the internship, or journals related to provision of quality services to the population. Report significant research to your supervisor if you believe that what you have learned can positively impact your clients or agency. • If possible, request to participate in multi-agency meetings that bring together agencies with shared goals. Actively participate in these meetings and report so supervisor on innovations in service delivery. Seek out information from other social workers or agencies regarding effective methods used with clients and client groups.

Updated 6/19 my

Field Instructor's Manual



**LANCASTER
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BSW Social Work Program

[901 Eden Road, Lancaster PA 17601 | 717.569.7071]

[Updated June 20, 2019]

Table of Contents

Letter of Introduction	In original document
Introduction	In original document
Contact Information	In original document
Brief Overview of the Field Experience	In original document
Preparation for the Internship Experience.....	In original document
Student Time Commitment	In original document
Site Visits	In original document
Supervision.....	In original document
Learning Plan	In original document
Course Work and activities in conjunction with the Internship Experience	In original document
document	
Contract Agreement	In original document
Hosting an Intern: Rationale and Requirements	In original document
Commitment to the Profession.....	In original document
Affiliation Agreement	In original document
Qualifications of the Field Instructor.....	In original document
Supervision Requirements.....	In original document
Calendar	In original document
Academic Preparation for the Internship Experience	In original document
General Overview of LBC Graduation Requirements	In original document
Freshman & Sophomore Year Coursework and Requirements	In original document
Admission to the Social Work Program.....	In original document
Junior Year Coursework & Practicum	In original document
Senior Year Coursework & Internship.....	In original document
Core Competencies & Practice Behaviors	In original document
Definition of Core Competencies and Practice Behaviors.....	In original document
List of Core Competencies and Practice Behaviors	In original document
Learning Plan	In original document
Creation and Evaluation of the Learning Plan	In original document
Suggestions for Meeting Core Competencies & Practice Behaviors	In original document
Other Recommended Learning Experiences for the Intern.....	In original document
Evaluation of the Internship Experience	In original document
Site Visits	In original document
Evaluation.....	In original document
Legal Concerns	In original document
Clearances	In original document
Professional Practice Liability Coverage	In original document
Transportation of Clients, Use of Vehicles	In original document
When Problems Arise	In original document

Resolving Concerns.....	In original document
Dismissing an Intern.....	In original document
Forms and Attachments	In original document
Form C: Affiliation Agreement.....	In original document
Form D: Contract Agreement.....	In original document
Form E: Learning Plan	In original document
Form H: Internship Hours Verification Form	In original document
Form J: Field Instructor Evaluation	In original document
Attachment K: Competencies, Behaviors and Suggested Activities.....	In original document

Letter of Introduction

Dear Field Instructor:

Thank you so much for your willingness to host a Lancaster Bible College social work intern. We hope this experience will be positive for both you and the student as you guide them in connecting academic knowledge and theory with the practical experiences of social work.

This manual is intended to familiarize the field instructor with the requirements of the senior year field experience, also referred to as the *internship*. It provides a general overview and describes roles and responsibilities of all parties involved. The manual includes information about the Lancaster Bible College social work program as well as the accreditation standards that apply to the field experience as defined by the Council on Social Work Education (CSWE).

The field experience is considered to be the signature pedagogy of social work education. Social work education relies on the internship to train and prepare a social worker in a similar manner as a nurse would be trained during clinical experience or medical students are trained during residency. Social work students are acting as apprentices, learning the practical application of social work in the field setting, and the field instructor has the profound responsibility to train the social work student in the craft of social work. Therefore, the field experience is an intentional and planned time of shadowing, learning, practicing and perfecting the knowledge, values and skills of social work. We are indebted to you for your part in the student's education; and we challenge our students to take full advantage of this unique training experience.

If you have any questions or concerns about any information contained in this Field Instructor's Manual, please do not hesitate to contact the Lancaster Bible College Social Work Program, 901 Eden Road, Lancaster PA, 17601 (717) 560-8200 ex 8227 or myager@lbc.edu.

Sincerely,

Mary Yager, MSW
Field Director, Social Work Program
Lancaster Bible College
901 Eden Road,
Lancaster, PA 17543
(717) 560-8200 ex 5404
myager@lbc.edu

**Lancaster Bible College
Bachelor of Social Work Program**

I. Introduction

Welcome to the Lancaster Bible College Social Work Field Manual. This manual is intended for the Field Instructor and provides details of the internship experience.

Lancaster Bible College Mission Statement

Lancaster Bible College exists to educate Christian students to think and live a biblical worldview, and to proclaim Christ by serving Him in the Church and society.

Social Work Program Mission Statement

The Lancaster Bible College Social Work Program exists to equip students to serve society and the Church through generalist social work practice and lay the foundation for graduate studies in the field of Social Work within the context of a biblical worldview.

II. Contact Information

The chart below provides contact information & defines title and responsibility of the intern’s educational team.

Educational Team Members	Responsibility
<p>Program Director: Dr. Kurt Miller</p> <p>kmiller@lbc.edu, (717) 560-8200 ex. 5354</p>	<p>Directs the social work program & teaches social work practice courses.</p>
<p>Field Director: Mary Yager, MSW</p> <p>myager@lbc.edu, (717) 560-8200 ex. 5404</p>	<p>Directs the Field Education program, teaches foundational social work courses and Field Seminar classes. Assists the intern in creating their initial Learning Plan.</p>
<p>Field Liaison: Carla Kouterick, LSW</p> <p>ckouterick@lbc.edu (717) 368-2971 (cell number)</p>	<p>The Field Liaison makes site visits to the agency, assists the field instructor if there are conflicts, and assesses the intern’s learning plan.</p>
<p>Field Instructor:</p>	<p>Provides direct <i>supervision</i> to the Intern in the agency at least weekly. Assists in the development of the learning plan & evaluates progress. A Field instructor must have a BSW or MSW degree. In some cases, the Program may provide an MSW Field Instructor for the</p>

	student intern placed in a setting with no BSW/MSW staff.
Task Supervisor:	Provides daily supervision, training and assistance to the Intern in the agency. BSW/MSW is not required.
Intern:	Student learner. While it is expected that the intern will assist in the tasks of the agency, the internship is primarily a time of education and learning.

III. Brief Overview of the Field Experience

A. Preparation for the Internship Experience:

In order to be approved for field placements, students have already successfully completed:

- Foundational coursework: Introduction to Social Work, Social Welfare Policy, Diversity, Human Behavior in the Social Environment, Practice with Individuals, Practice with Families & Groups, General Psychology as well as other college coursed outside of the social work curriculum. Students must have an overall GPA of 2.5 or higher to begin field placement to ensure basic educational competency.
- 60 hours of service to the community. During the sophomore year students complete 60 hours of community service. Social work students are encouraged to engage in activities that will strengthen interpersonal, professional and social work skills.
- Act 31 Mandated Reporter Training (PA)
- At the end of the sophomore year students apply to enter the Social Work program and are admitted to the program. The admission process included professional and academic references, criminal background checks, clearances, self-assessment and formal interview.
- During the junior year, students complete 60 hours of Social Work practicum hours in two social service agency settings.

B. Student Time Commitment:

Students are required to complete 420 hour of field experience during the senior academic school year. The academic year runs from the end of August until early May, approximately 8 months. Students attend classes during their senior year on Tuesday and Thursdays only, and are available on Monday, Wednesday, and Friday (possibly weekends and evenings) to fulfill internship hours. They must fulfil approximately 15 hours a week, which will result in an excess of 420 hours. Most students return home over winter break (mid-December through mid-January) and will not be available to complete internship hours during the winter break.

C. Site Visits:

The LBC Field Liaison will conduct a site visit 2 times during the 8-month internship, once in the fall semester and once in the spring semester. Students are part of these meetings.

D. Supervision:

BSW interns are required to have supervision by a social worker who graduated from an accredited school of social work education. The purpose of the field experience is for students to begin to apply social work knowledge, values and skills in an agency setting under the guidance of a BSW or MSW supervisor (with at least 2 years of experience in the field). Supervision is required and can be a combination of individual or group supervision. We recognize that many agencies have non-BSW/MSW staff in positions of direct supervision of entry-level human services staff. We refer to this person as a Task Supervisor and understand that day-to-day oversight will likely occur from staff *without* a social work degree. However, accreditation standards require that educational supervision occur weekly from a Social Worker with a BSW or MSW degree. We refer to this person as the Field Instructor.

The Field Instructor will be oriented to the LBC Internship program by the Field Director, either at a training event held at LBC, or in person at the agency if the Field Instructor cannot attend the training event, which traditionally occurs in September.

Field Instructors will also be asked to formally evaluate the Intern's progress with a mid-year and year-end evaluation. The Field Instructor will review the student's Learning Plan to assess the competence of the intern.

E. Learning Plan:

Per the LBC Social Work program and as required by the Council on Social Work Accreditation (CSWE), social work interns will develop a specific learning plan to guide their internship experience. Within the first three weeks of the internship, the student will develop an individualized learning plan that includes learning goals, objectives and activities/tasks that will help them to meet the competencies of social work. The learning plan will be completed as part of the classroom experience and is the responsibility of the student. Students will then provide the Learning Plan to the agency Field Instructor for final approval and/or modification. If the student is struggling to develop their learning plan, they might ask for ideas of how to fulfil the competencies of social work.

F. Course Work and activities in conjunction with the Internship Experience:

Students attend a Field Seminar class on-campus class every Tuesday and Thursday during their senior year. This course supports their internship experience and provides classroom opportunities to address internship issues and reinforce skills. It provides academic oversight of the interns in addition to their field supervision and training provided in the agency setting.

Students carry a full-time course load in addition to their internship experience. Most students will have 3-4 courses in addition to their internship experience.

Some interns have part time jobs or are student athletes and will have practice and sporting events throughout the year. Whenever possible, students will make their internship a priority. Employed students and student athletes know schedules in advance and will negotiate their internship hours with the agency with the foreknowledge of their athletic or employment schedules.

During midterm and final exam weeks we ask for your flexibility with the student intern. Exam schedules are set at a later time in the academic year and can change based on the student's workload.

G. Contract Agreement:

When the agency agrees to host an intern, a contract agreement (Form D) will be signed by the student intern, Field Instructor and Field Director. The Contract Agreement can be found in the Appendix of this document. It is meant as a reminder and prompt for key discussion points between the student and the supervisor. It is not a legally binding contract and can be considered as a professional agreement between the student, LBC and individual providing supervision to the student.

***Note:** This concludes the Brief Overview section of the Field Instructor's Manual. Please see additional sections for greater detail of the Field Education experience.*

IV. Hosting an Intern: Rationale and Requirements

A. Commitment to the Profession:

Most seasoned social workers are aware that hosting an intern is a significant responsibility that takes time and energy; resources that can be scarce in our busy profession. However, the profession of Social Work has a long history of supporting the education of future social workers through the hosting of interns. The NASW Code of Ethics refers to this as our ethical responsibility to the profession.

NASW Code of Ethics section 5.01 tells us:

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative

testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

Hosting, supervising, teaching and mentoring social work students are some of the activities that fulfill these goals. By mentoring the next generation of social workers, you not only help the student, but also future clients who will be served by the interns as they enter the profession. You will be acting on the profession's core value of service, and positively affecting the lives of others.

B. Affiliation Agreement:

If the Agency has agreed to host an intern, LBC will contact the Agency's HR Department and present them with an Affiliation Agreement which outlines the agreements between the Agency and the College (i.e. liability, transportation, etc.). See Form C.

C. Qualifications of the Field Instructor:

- 1) Field Instructor must be a BSW or MSW social worker who graduated from a CSWE accredited school of social work education;
- 2) Field Instructor must have at least 2 years of social service work experience; and
- 3) Field Instructor must have the ability to fulfill requirements listed under section IV.D, Supervision Requirements.

D. Supervision Requirements:

The purpose of the Field Experience is for students to begin to apply social work knowledge, values and skills in an agency setting under the guidance of a BSW or MSW Field Instructor. While interns have received education and shadowing experiences in social work, they need guidance in the application of these skills in an agency setting. Field Instructors provide supervision to interns. Requirements are as follows:

- 1) Students must receive supervision from a BSW or MSW Field supervisor who graduated from an accredited school of social work education. Supervision can be a combination of individual or group experience.
- 2) Ideally, supervisor should occur weekly. Interns must receive a minimum of 15 hours of formal supervision during their internship.

- 3) Many agencies have non-social work staff in positions of direct supervision of entry-level human services staff. We expect that day-to-day oversight will occur from staff *without* a BSW or MSW, however, accreditation standards require that formal supervision occurs with a Social Worker (BSW or MSW). Staff that do not possess a BSW or MSW, but who give oversight to students on a regular basis are referred to as *Task Supervisors*. Task supervisors cannot provide formal supervision if they are not social workers.
- 4) Field Instructors will attend the Field Instructor orientation with the LBC Field Director. This will be a breakfast and training session at Lancaster Bible College. Individual orientation may be substituted when conflicts in schedules arise;
- 5) Field Instructors will assist interns in the development a Learning Plan, and make modifications to the plan, as needed; (See Appendix, Form E). The primary responsibility of the development of the Learning Plan lies with the student and the Field Seminar instructor.
- 6) Field Instructors will sign off on a form to verify the completed student hours (see Appendix, Form H – Internship Hours Verification Form)
- 7) Field Instructors will meet with LBC Field Liaison each semester to review student progress. One visit occurs in the fall semester and one visit occurs in the spring semester;
- 8) Field Instructors must be willing to complete mid-semester and final evaluations (see Appendix, Form J) and review the Student Learning Plan to assess core competencies of the intern.
- 9) The Field Instructor will be in communication with the LBC Field Director/Field Liaison as needed.

E. Calendar:

Internships take place during the Academic Calendar year from the end of August through the first week of May. Students leave campus during Christmas break (mid-December through mid-January) and Spring Break (usually in March). The following calendar indicates key dates for the internship.

Academic Calendar - Key Dates for the Internship	
August	Students return to campus and begin classes the 4 th week of August. Internship begins 4 th week of August or shortly thereafter. In some circumstances the internship can begin in the summer but should continue for the academic year.
September	Learning Plan is due mid-September, completed by intern with assistance of the Field Instructor and Field Seminar professor.
October	Mid-semester site visit will occur the 2 nd or 3 rd week of October.
November	
December	End of Semester written evaluation by Field Instructor will occur the 1 st or 2 nd week of December. Christmas break begins mid-December and campus is closed. Many students return to their parent’s homes and might have limited availability during Winter term.

January	Internship resumes 3 rd week of January
February	
March	Mid-Semester site visit 1 st or 2 nd week of March Spring Break generally falls the 3 rd week of March and campus is closed.
April	Internship hours should be completed by the 4 th week of April.
May	Final Evaluation due by 1 st week of May. (If Students have fulfilled their 420-hour requirement, they will end their internship in the end of April to allow them to prepare for final exams and graduation. Final Evaluation can be completed earlier than May 1 st if the intern has completed their hours.)

V. Academic Preparation for the Internship Experience

A. General Overview of LBC Graduation Requirements:

Social Work Students are required to complete 132 college credits in order to graduate from Lancaster Bible College. In addition to Social work courses, students take courses in the Liberal Arts as well as Bible/Theology.

B. Freshman & Sophomore Year Coursework and Requirements:

In their first two years at LBC, students take foundational social work courses and general education courses that prepare them for field education. (The list does not include Bible/Theology courses or Liberal Arts classes that are not required for Social Work accreditation.)

Foundational Courses (Freshman & Sophomore Years)
<ul style="list-style-type: none"> • SWK 102: Introduction to Social Work • SWK 202: Social Welfare Policy • SWK 204: Cultural Diversity • SWK 206: Human Behavior and the Social Environment I
Complimentary General Education Courses
<ul style="list-style-type: none"> • SOC 101: General Psychology • POL 202: American Government • SOC 203: Principles of Sociology • MAT 216: Statistics for the Social Sciences
Community Service
<ul style="list-style-type: none"> • 2 Semesters/60 hours of required community service. Social Work student are encouraged to serve in social work settings.

C. Admission to the Social Work Program:

Near the end of their sophomore year, students apply to be admitted to the Social Work Program. They must be in good standing with the College and have demonstrated readiness for practice level coursework. Students must meet the GPA requirement of 2.5 or greater to be admitted to and remain in the program. Students are required to complete FBI, criminal and child abuse clearances, and complete the Pennsylvania Act 31 Mandated Reporter training in order to enter practice coursework. Students must obtain 3 letters of

recommendation to enter the social work program, write and share a self-assessment with the social work program staff and meet with the social work program staff for an admission interview.

D. Junior Year Coursework & Practicum:

The Junior year includes practice level courses and 2 semesters of practicum experiences (30 hours each semester). These hours will be in conjunction with the Practice I and Practice II courses as part of the course responsibilities.

Courses and Practicum - (Junior Year)
<ul style="list-style-type: none">• SWK 307: Human Behavior and the Social Environment II• SWK 302: Practice I - Individuals• SWK 303: Practice II - Families and Groups• Social Work Electives• Two semesters (30 hours per semester) of Practicum in two social service settings. Practicum serves as an introduction to the Field experience and is intended as a time of shadowing and observation.

E. Senior Year Coursework & Internship:

During the senior year, students take 300 and 400 level social work courses and enter their intensive field education where they practice for a minimum of 420 hours within a social service context. LBC is committed to placing only those students who have met admission requirements and are committed to the profession of social work. While this criterion cannot guarantee that a student will be a successful intern, the LBC social work program requirements are designed to prepare students for success in the field. The Field Director attempts to match students to the right internship that will benefit both student and the agency.

Students are available to participate in an internship on Monday, Wednesday and Friday and should average 15 hours per week over two semesters. They take courses on Tuesday and Thursdays and therefore have limited available on these on these days.

LBC offers evening classes from 6-9 pm. Some students may be enrolled in evening courses and will therefore need to leave the internship setting in time for these courses.

Courses and Practicum - (Senior Year)
<ul style="list-style-type: none">• SWK 401: Practice III Organizations and Communities• SWK 410: Research Design• Social Work Electives• SWK 460: Field Seminar I• SWK 461: Field Seminar II• Two semesters (420 hours) of Internship in a social service setting. (SWK 460F, SWK 461F)

VI. Competencies & Behaviors

Field Education plays a central role in student education. The internship experience is the signature pedagogy of Social Work education and provides students the opportunity to learn and work in a professional social work setting. The Internship is the central form of instruction and learning in which the profession socializes its students to perform the role of practitioner.

The internship allows the student to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Differences in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
10. Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families, Groups, Organizations, and Communities (LBC Competency Goal)

This list is referred to as the **Competencies** of social work and was developed by the Council on Social Work Education (CSWE, 2015). It represents the competencies that all social workers should possess, and all social work interns must practice under the guidance of qualified field instructors.

A. **Definition of Competencies and Behaviors:**

Social Work education at LBC is guided by 10 competency areas that reflect standards of the Council on Social Work Education and the LBC Social Work program's mission and goals. The educational curriculum and the internship experience prepare students for BSW level generalist social work practice through mastery of these competencies.

Each competency has performance outcomes; *behaviors* that reflect knowledge, values, and skills needed for generalist practice. The *behaviors* represent tasks/activities that the intern must practice while in the internship setting. At the conclusion of the internship experience, interns should have practiced each of the behaviors listed under the competencies. The intern's Learning Plan will describe specific ways in which the intern can meet competencies and fulfill behaviors, thus practicing the knowledge, values and skills of the social work profession.

B. **List of Competencies and Behaviors:**

- 1) Demonstrate Ethical and Professional Behavior

- f) 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 code of ethics as appropriate to context.
 - g) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - h) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
 - i) Use technology ethically and appropriately to facilitate practice outcomes; and
 - j) Use supervision and consultation to guide professional judgment and behavior.
- 2) Engage Diversity and Differences in Practice
- d) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
 - e) Present themselves as learners and engage clients and constituencies as experts of their own understanding; and
 - f) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- 3) Advance Human Rights and Social, Economic, and Environmental Justice
- c) Apply knowledge of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - d) Engage in practices that advance social, economic, and environmental justice.
- 4) Engage in Practice-informed Research and Research-informed Practice
- d) Use practice experience and theory to inform scientific inquiry and research;
 - e) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - f) Use and translate research evidence to inform and improve practice, policy, and service delivery.
- 5) Engage in Policy Practice
- d) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
 - e) Assess how social welfare and economic policies impact the delivery of and access to social services; and
 - f) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- 6) Engage with Individuals, Families, Groups, Organizations, and Communities
- c) Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
 - d) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 7) Assess Individuals, Families, Groups, Organizations, and Communities
- e) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- f) 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;
 - g) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and preferences of clients and constituencies; and
 - h) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 8) Intervene with Individuals, Families, Groups, Organizations, and Communities
- f) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - g) Apply knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 - h) Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes;
 - i) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
 - j) Facilitate effective transitions and endings that advance mutually agreed-on goals.
- 9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- e) Select and use appropriate methods for evaluation of outcomes;
 - f) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - g) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
 - h) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

In addition to the 9 competencies and related behaviors established by CSWE, Lancaster Bible College has added an 10th competency and three behaviors that reflect our Christian commitment.

- 10) Synthesize Social Work Values and One's Biblical Worldview when Working with Individuals, Families, Groups, Organizations, and Communities
- a) Identify personal values and behaviors that emerge from a biblical worldview
 - b) Demonstrate behaviors that are aligned with a biblical worldview
 - c) Articulate how the spiritual dimension is an integral part of the whole person

LBC defines a biblical worldview in harmony with the 6 core values of social work: commitment to service & social justice, recognition of the inherent dignity and worth of all people, recognition of the value of human relationships, and commitment to integrity & competence in our practice. We strive to exemplify the fruits of the spirit, which are defined biblically as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. As Christians we strive to exemplify Christ-like behavior by serving others, and

following the examples set by Jesus who commanded us in Matthew 25 to feed the hungry, give drink to the thirsty, visit the sick, welcome the stranger, clothe the naked, and visit the prisoner. The LBC intern will strive to act in a Christ-like manner showing love to others. The intern is fully aware that there are rules in all agencies related to discussion of their personal faith, and the interns will abide by agency rules related to this topic.

VII. Learning Plan

A. Creation and Evaluation of the Learning Plan:

Per the LBC Social Work program and as required by the Council on Social Work Accreditation (CSWE), Social Work interns will develop a specific learning plan to guide their internship experience. The learning plan addresses the achievement of the competencies and behaviors.

Within the first three weeks of the internship, the student will develop an individualized learning plan that includes learning goals, objectives, activities/tasks, and evaluation measures that will help them to meet the core competencies of social work. The Learning Plan will be completed as part of the classroom experience (SWK 460: Field Seminar I) and is the responsibility of the student. The Field Instructor will be asked to assist students with the process of creating the Learning Plan. This gives the agency the opportunity to define specific tasks for the intern. However, the tasks assigned should allow the intern to meet competencies of a social worker. The intern will provide the Learning Plan to the Field Instructor for final approval.

If an intern is relatively unfamiliar with the services of the agency, they may need additional assistance in identifying specific ways that they can fulfill practice behaviors in the agency setting.

The learning plan will include 33 specific goals/learning activities that the intern will complete during the internship experience. Please note that there is a total of 33 practice behaviors that are listed under each of the 10 competencies under section VI. B. of this document and in the appendix, Form E. The *behaviors* are the *specific tasks* that intern will complete in order to meet the competencies. The 10th competency (spiritually based and added by LBC) will be assessed in the classroom setting. Field Instructors do not have to evaluate this area of competence.

At times of evaluation, the Field Instructor will review the student's Learning Plan to determine if the students are meeting their goals. Students will provide documentation of how goals were met. Student will keep a weekly log of completed behaviors and provide it to the Field Instructor.

B. Suggestions for Meeting Competencies & Behaviors.

In the appendix of this document you will find Attachment K: *Competencies, Behaviors and Suggested Activities*. This chart lists each behavior and suggested activities for the intern to

practice the specific behavior. Students can use these suggestions as part of the learning plan or for daily activities at the internship site.

C. Other Recommended Learning Experiences for the Intern

While the *competencies* and *behaviors* are a comprehensive list of social work knowledge, values and skills, the list does not capture all elements of social work employment. The list below offers suggestions for other tasks that can be included in the internship experience.

- ✓ Orientation to the agency: overview of the history, mission, and purpose of the agency; access to the employee handbook or training manual; introduction to staff and tour of facility.
- ✓ Training: Individual training with the Field Supervisor and/or Task Supervisor is encouraged and should be a time of teaching and instruction knowing that for many students this might be their first professional experience. Many agencies have interns attend a formal training and orientation with other new staff members. We encourage this if the agency uses this training method.
- ✓ Participation in workshops and in-service trainings: Please allow the intern to participate in professional development to introduce them to *continuing education*.
- ✓ Introduction to technology: Many agencies use network, databases, communication systems and charting systems which the student may not have experience.
- ✓ Observation of professionals: Learning occurs through imitation. Please allow the intern to shadow various professions and observe them in their work with clients.
- ✓ Attendance at agency or community meetings: When feasible, please allow the intern to attend staff meetings, team meetings, multidisciplinary meetings, case conferences, planning meetings, etc. If the agency participates in any multi-agency or community meetings, please allow the intern to observe macro level meetings.
- ✓ Observation of administrative functions: If possible, the student would benefit from observing occasional administrative meetings, program planning, grant writing, etc. to better grasp the system development and maintenance.
- ✓ Participation in the mundane and routine tasks of the agency: Interns should willingly participate in routine tasks required in the agency setting.
- ✓ Access to case files: Please allow the intern to observe the written documentation of other professionals. Reading intake assessment, social histories, case notes, assessments, treatment plans, psychological evaluations, etc. will help the intern become familiar with the methods of recording information in the agency setting.
- ✓ Client contact and engagement in the Planned Change process: In order to fulfill several practice behaviors, students would benefit from direct contact with clients and the opportunity to engage, assess, plan, implement, evaluate and terminate services. Completing assessments (intake, social histories, etc.), creating treatment plans with clients, implementing the plans, and evaluating effectiveness should be included in the learning experience of the Intern.
- ✓ Participation in group practice: If possible, please allow the intern to participate in group treatment, education, support and planning.

- ✓ Community Activity: Macro level community outreach and engagement are encouraged for the intern.

VIII. Evaluation of the Internship Experience

A. Site Visits

The LBC Field Liaison will conduct a site visit 2 times during the 8-month internship, once in the fall semester and once in the spring semester. Students participate in the site visit meeting with the Field Liaison and the Field Instructor.

B. Evaluation

A formal *written* evaluation will occur at the end of each semester in December and May. Please see the appendix to view Form J - *Field Instructor Evaluation*.

Field Instructors will be asked to evaluate each *behavior* completed thus far in the student internship. The evaluation scale is as follows:

[1] Beginning	[2] Developing	[3] Accomplished	[4] Exemplary
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1. Beginning: Student has shown minimal knowledge, value or skill in this area, needs frequent instruction and oversight from supervisor and lacks confidence or desire to learn.
2. Developing: Student is starting to show knowledge, value or skill in this area, needs instruction and oversight from supervisor but has pursued opportunities to learn the skill.
3. Accomplished: Student is competent in this area.
4. Exemplary: Student is competent in this area and has shown knowledge, value or skill beyond that of an intern. Student is able to act independently in this area and is trusted to accomplish this task.

When completing the 1st Semester/Midpoint evaluation in December, some of the goals will have not yet been accomplished. By the 2nd Semester/Final evaluation, all goals must be rated. The student is required to pursue opportunities to fulfill all of their Learning Plan goals. If a student did not fulfill certain goals by the end of their internship, it should be documented in the comment section of the evaluation tool.

At the end of the internship, the Field Instructor will complete the final written evaluation of the student's performance; however, no site visit will occur at the end of the internship. Field Instructors will be asked to complete the final evaluation and email it to Lancaster Bible College. We strongly encourage Field Instructors to meet with their intern to process through the final evaluation. Students will provide documentation to their Field Instructor as to how they have met each of the competencies and behaviors.

IX. Legal Concerns

The following issues should be resolved before the intern works independently with clients.

A. Clearances

Students are required to complete FBI, criminal and child abuse clearances to enter practice coursework at Lancaster Bible College. They will have completed clearances at the start of their junior year Practicum experience and will be able to provide copies to your agency. Please inform the student of any other clearances, medical examinations or drug testing that might be needed. Students understand that they must comply with agency policies.

B. Professional Practice Liability coverage

The student agrees to independently purchase liability insurance. The agency agrees to notify the student of their need to purchase liability insurance, and the student agrees to provide the agency and college with proof of coverage.

C. Transportation of Clients, Use of Vehicles

In some field settings, students are required to transport clients. Some field setting may require the students to obtain additional auto insurance for liability purposes. Please communicate with the student if increased auto rates as a requirement for the internship, and/or confirm with the student that they are covered under agency policy.

X. When Problems Arise:

A. Resolving Concerns:

LBC is committed to assisting students and agencies have a positive and beneficial relationship. Issues, concerns and demonstrated difficulties need to be identified and addressed in a professional manner in order to provide resolution and/or corrective actions as necessary. Participation in this process is part of the learning process for interns.

When a concern is identified the following sequence of activities should occur:

1. The Field Instructor and intern should attempt to resolve concerns by openly discussing the issues and identifying changes that would alleviate the problems.
2. The Field Liaison and/or Field Director serve as resources to assist the student and/or Field Instructor in resolving concerns. The Field Liaison may use a variety of methods including joint and individual meetings and behavioral contracts to assist in resolving the problems.
3. If the Field Liaison or agency Field Instructor believes that the problem will best be resolved by a change of Field Instructor or agency, the Field Liaison will evaluate the

clock hours, learning objectives and social work practice requirements completed by the student, and determine what amount of credit will be given for work completed. Although students have input into the placement process, only the Field Director can decide if a student should be reassigned to a second agency if terminated from the first.

B. Dismissing an Intern:

A student's field placement may be terminated for the following reasons:

1. The student exhibits behaviors that are inconsistent with the NASW Code of Ethics.
2. The Intern's professional conduct and performance is far below the standards expected for a BSW student, and little improvement has occurred despite supervision and an action plan put in place to correct the problem.
3. The student is frequently late, has unexcused absences from the practicum setting or leaves the agency without permission.
4. The student experiences unexpected life events that interfere with their ability to meet their learning goals and commitment to the agency.
5. The student's continued participation in the internship will adversely affect the clients served, the student, or the agency.

THIS AGREEMENT is made this _____ day of _____, 20____, by and between **Lancaster Bible College**, (hereinafter referred to as “College”) an educational institution in the Commonwealth of Pennsylvania and _____ (hereinafter “Site”).

BACKGROUND

WHEREAS, the Site is equipped with the facilities and professional staff necessary to provide an educational experience to the College’s students in the area of Bachelor of Social Work; and

WHEREAS, the College is an educational institution that provides a degree in the area of social work;

WHEREAS, the College is desirous of providing an educational experience to its students limited to participation through supervision in a field internship setting; and

WHEREAS, the Site is desirous of establishing a relationship with the College whereby its students may receive experience in their area of matriculation subject to the provisions of this Agreement.

NOW THEREFORE, intending to be legally bound, the parties hereto agree as follows:

I. DUTIES AND RESPONSIBILITIES OF THE COLLEGE

Selection of Students. The College shall be responsible for the selection of qualified students to participate in the field internship experience. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the Site. The parties will mutually agree upon the number of students selected for the Site.

Education of Students. The College shall assume full responsibility for the classroom education of its students. The College shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading, graduation and faculty appointments.

Submission of Candidates. The College shall submit the names of the students to the designated representative of the Site within ample time for the Site to interview the student prior to the internship.

Policies of Agency. The College will review with each student, prior to the internship assignment, any and all applicable policies, codes, or confidentiality issues related to the internship experience. The Site will provide the College with the applicable information in advance of the student being matched with the agency.

Advising Students of Rights and Responsibilities. The College will be responsible for advising students of their responsibilities under this Agreement. All students shall be advised of their obligations to abide by the policies and procedures of the Site and should any student fail to abide by any policy and/or procedure, they may be removed from the internship.

Clearances. The College will require its students to obtain child abuse and criminal record clearances prior to the student's acceptance into the field program. Students will be required to update their criminal background checks and child abuse clearances if requested by the Site. The College will also require its students who are participating in internships to comply with the health status requirements of the Site, including but not limited to, physical examinations, vaccinations and health screening requirements for tuberculosis, hepatitis B and measles. Proof of compliance must be presented prior to the internship.

Education for the Field. The College shall provide an on-going educational forum for supervisors focused upon issues related to student development and the field practice experience.

a. Removal of Students. The College is responsible for insuring that its students are meeting their educational goals at the Site. If the College determines that a student's educational needs are not being met or they are not receiving field instruction by a qualified professional, the College in consultation with the Site will remove the student from the Site.

b. Professional Liability Insurance. Students may be responsible for procuring professional liability insurance at their own expense, if the Site requires this coverage. Traditional limits of a policy may be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. If requested of the student, the liability policy must remain in full force and effect for the duration of the internship.

c. Driving Clients. The College will inform students who are participating in a field experience that pursuant to their course of study they may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in his/her personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their internships to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.

II. DUTIES AND RESPONSIBILITIES OF THE SITE

Student Participation in Site. The Site agrees to allow a mutually agreed upon number of students of the College to participate in a field practice experience. The Site is encouraged to interview the student intern prior to their acceptance for an internship at the Site. The Site agrees that the students selected for the program will be permitted to participate at dates and times mutually agreeable between the Site and the College.

Client Care/Administration. The Site will have sole authority and control over all aspects of client services. The Site will be responsible for and retain control over the organization, operation and financing of its services.

Removal of Noncompliant Student. The Site shall have the authority to terminate the internship at the Site of a student who fails to comply with Site policies and procedures. The Site agrees to facilitate the termination process in conjunction with the responsible College Social Work Program Director or the Social Work Program Field Director.

Emergency Medical Care of Students. The Site may provide to the students, to the extent possible, first aid for any injuries or illness that may occur while the student is at the agency. However, the Site assumes no responsibility, financial or otherwise, beyond the initial first aid.

Designation of Representative. The Site shall designate a person to serve as a liaison between parties who will meet periodically with representatives of the College in order to discuss, plan and evaluate the field practice experiences of the students.

Supervising of Students. The Site shall provide a Field Instructor or Task Supervisor who will monitor the student's activities during the internship. The Site will provide an opportunity for the student to engage in direct social work practice as soon as deemed possible through mutual agreement between the Site and the student. The Field Instructor or Task Supervisor will provide weekly, direct supervision with the social work student intern.

Reporting of Student Progress. The Site shall provide all reasonable information requested by the College on a student's work performance. The Site will provide, in writing, a mid-semester and final evaluation, of the student intern. Evaluations will be completed and returned according to any reasonable schedule provided by the College.

Changes in Assignment. The Site will, as soon as practical, inform the College of any changes in student assignments. If additional social work programs exist within the agency, the Site should devise ways for the coordination of all programs so that all students may have the maximum benefit of the learning experience.

Rules and Policies. The Site will provide the College, at least two weeks in advance of the internship, all-relevant rules, regulations and policies of the Site that may impact the student internship. The Site, when necessary, shall have the responsibility of updating this information.

Facilities. The Site will provide dedicated space to the student.

Student Records. The Site shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

III. MUTUAL TERMS AND CONDITIONS

Terms of Agreement. The term of this Agreement shall remain in effect until either party wishes to terminate the agreement.

Termination of Agreement. The College or the Site may terminate this Agreement for any reason with ninety (90) days' notice. Either party may terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.

Nondiscrimination. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, and national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the American with Disabilities Act.

Interpretation of the Agreement. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

Modification of Agreement. This Agreement shall only be modified in writing with the same formality as the original Agreement.

Relationship of Parties. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

Liability. Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth.

Entire Agreement. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives (of the parties have) executed this Agreement as of the date previously indicated.

Lancaster Bible College
901 Eden Road
Lancaster PA 17601

Site Name

Address

Mr. Matt Mason, Vice President of Finance

City, State, Zip Code

Dr. Peter Teague, President

Site Authorized Signature

Print Name/Title

Revised 6/19

**CONTRACT AGREEMENT
BETWEEN
STUDENT, FIELD INSTRUCTOR (OR TASK SUPERVISOR) AND SOCIAL WORK PROGRAM**

Student Name: _____

Agency Name: _____

Agency Address: _____

Task Supervisor (if applicable): _____

Field Instructor: _____

Phone & Email: _____

(Of Field Instructor and Task Supervisor, if applicable)

Agreement between Student, Field Instructor and Social Work Program:

- I. Lancaster Bible College offers a bachelor's degree in Social Work (BSW). As part of the educational experience, all Social Work students are required to complete **420 hours** of field experience during their senior academic school year (2 semesters). Students attend Field Seminar class on Tuesday and Thursdays and are available on MWF (and possibly weekends and evenings) to fulfil internship hours. They should average about 15 hours a week which will give them an excess of 420 hours. Semesters are 15 weeks in length with specific break times when the student may not be available (Spring break, Winter break, etc.) Students will negotiate these absences with their field instructor. The student agrees to fulfil 420 hours with the agency, and the agency agrees to host the student in the agency setting.
- II. Lancaster Bible College Social Work Program agrees to provide student and agency with support in the field experience. LBC will ensure that the student is familiar with learning goals and requirements of the internship. LBC will ensure that the agency and field instructor understand the expectations of an accredited internship experience. LBC will provide a Field Liaison who will visit the student and field instructor in the agency setting a minimum of 2 times during the placement. The Field Liaison is available by phone, email, or additional in-person contact if needed.
- III. The Field Instructor or Task Supervisor will recognize that the student is a learner and that the purpose of the field experience is to connect the theoretical classroom knowledge with the practice of social work in a field setting. The agency will be sensitive to the student's questions, needs and status as a learner. The student agrees to apply knowledge in the practice setting by working independently when the task supervisor or field instructor is confident of their ability.

- IV. The student agrees to exhibit the core values of social work, support the mission of the hosting agency, and act as a representative of Lancaster Bible College abiding by school rules and expectations of conduct. By accepting a field placement, the student agrees to demonstrate the competencies and behaviors of a social worker as outlined in their Learning Plan.

- V. The Field Instructor or Task supervisor agrees to provide supervision for the student. (Task supervisor provides informal supervision.) Supervision is for the purpose of professional growth as a social worker. During supervision the student will review learning plan goals, accept feedback and constructive criticism, accept training and instruction, review quality of work, and ask questions that further their professional knowledge. The student should receive a minimum of 15 hours of supervision.

- VI. The Field Instructor or Task Supervisor agrees to participate in the orientation breakfast at LBC or meet individually with the Field Director to review program requirements. They will participate in 2 Field Liaison visits and complete the mid-point and final evaluation for the student intern.

- VII. Student and client safety are of the utmost importance to all parties involved in this agreement. Therefore, the Field instructor or Task Supervisor agrees to train the student in any safety protocol required by their staff that is reasonable and customary for an entry level staff person.

- VIII. The student agrees to independently purchase liability insurance. The student agrees to provide the agency and college with proof of coverage.

- IX. Students agree to submit to the transportation policies of the field agency. In some field settings, students are required to transport clients and must provide proof of insurance in order to do so. If the agency requires additional auto insurance for liability purposes they will inform the student of the requirement, and the student will comply with the requirement.

Dates of the Field Internship:

Start date: _____ End date (estimate): _____

This agreement is accepted by:

Student

Date

Task Supervisor (if applicable)

Date

Field Instructor

Date

Field Director

Date

Updated 6/19 my

Form E

Learning Plan
Lancaster Bible College Social Work Program

STUDENT:	Date:
AGENCY:	

GOAL: The goal of the field experience is for the student intern to demonstrate the integration and application of the following *competencies* into practice. According to the Council on Social Work Education, Social Work competence is the ability to integrate and apply social work knowledge, values and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. (CSWE, 2015)

**OBJECTIVE/COMPETENCY 1:
Demonstrate Ethical and Professional Behavior**

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
1a) 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;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
1b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	<u>Strategy:</u>	Target:

	<u>Outcome:</u>	End:
1c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic situations;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
1d) Use technology ethically and appropriately to facilitate practice outcomes; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
1e) Use supervision and consultation to guide professional judgment and behavior.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

**OBJECTIVE/COMPETENCY 2:
Engage Diversity and Difference in Practice**

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
2a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
2b) Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
2c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

**OBJECTIVE/COMPETENCY 3:
Advance Human Rights and Social, Economic, and Environmental Justice**

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
3a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
3b) Engage in practice that advance social, economic, and environmental justice.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

**OBJECTIVE/COMPETENCY 4:
Engage in Practice-informed Research and Research-informed Practice**

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
4a) Use practical experience and theory to inform scientific inquiry and research;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
4b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
4c) Use and translate research evidence to inform and improve practice, policy, and service delivery.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

**OBJECTIVE/COMPETENCY 5:
Engage in Policy Practice**

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
5a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
5b) Assess how social welfare and economic policies impact the delivery of and access to social services;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
5c) Apply critical thinking to analyze formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

**OBJECTIVE/COMPETENCY 6:
Engage with Individuals, Families, Groups, Organizations, and Communities**

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
6a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
6b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

**OBJECTIVE/COMPETENCY 7:
Assess Individuals, Families, Groups, Organizations, and Communities**

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
7a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
7b) 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;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
7c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
7d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

OBJECTIVE/COMPETENCY 8:**Intervene with Individuals, Families, Groups, Organizations, and Communities****Personal Objective:**

Task/Behavior	Strategy/Outcome	Dates
8a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
8b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituents	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
8c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
8d) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
8e) Facilitate effective transitions and endings that advance mutually agreed-on goals.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

**OBJECTIVE/COMPETENCY 9:
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
9a) Select and use appropriate methods for evaluation of outcomes;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
9b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
9c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
9d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

**OBJECTIVE/COMPETENCY 10:
Synthesize Social Work Values and One’s Biblical Worldview**

Personal Objective:

Task/Behavior	Strategy/Outcome	Dates
10a) Identify personal values and behaviors that emerge from a biblical worldview;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
10b) Demonstrate behaviors that are aligned with a biblical worldview;	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:
10c) Articulate how the spiritual dimension is an integral part of the whole person.	<u>Strategy:</u>	Target:
	<u>Outcome:</u>	End:

Notes/Comments:

Please give narrative feedback to the intern regarding the creation or completion of the plan.

The undersigned agree with the Learning Plan developed by the LBC Intern. This plan can be modified throughout the internship experience. Modifications will be reviewed during site visits.

LBC Student Intern

Date

Field Instructor

Date

Task Supervisor (if applicable)

Date

Field Director

Date

Updated 7/18 my

Form H

Name: _____
Agency: _____

Please Check One

- Fall Semester**
- Spring Semester**

Internship Hours Verification Form

Week Number	Date Range	Hours Completed This Week	Field Instructor Signature
#1			
#2			
#3			
#4			
#5			
#6			
#7			
#8			
#9			
#10			
#11			
#12			
#13			
#14			
#15			
#16			

My signature below verifies that I have completed _____ internship hours during this semester. I understand that I am responsible for accuracy in reporting my internship hours and that intentionally reporting inaccurate internship hour completion is grounds for dismissal from the LBC Social Work Program.

Intern Signature: _____ Date: _____

Intern:	Date:
----------------	--------------

Field Instructor Evaluation

Please Check One:

<input type="checkbox"/> End of 1st Semester, Midpoint Evaluation (December)	<input type="checkbox"/> End of 2nd Semester, Final Evaluation (May)
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Part One: Evaluation of Core Competencies and Practice Behaviors

Please rate the intern using the following scale:

[1] Beginning	[2] Developing	[3] Accomplished	[4] Exemplary
---------------	----------------	------------------	---------------

1. Beginning: Student has shown minimal knowledge, value or skill in this area, needs frequent instruction and oversight from supervisor and lacks confidence or desire to learn.
2. Developing: Student is starting to show knowledge, value or skill in this area, needs instruction and oversight from supervisor but has pursued opportunities to learn the skill.
3. Accomplished: Student is competent in this area.
4. Exemplary: Student is competent in this area and has shown knowledge, value or skill beyond that of an intern. Student is able to act independently in this area and is trusted to accomplish this task.

Please note: When completing the 1st Semester/Midpoint evaluation you may leave blank any areas that have not yet been practiced. By the 2nd Semester/Final evaluation, all practice behaviors must be rated. Student is required to pursue opportunities to practice all of the core competencies. If a student has given no indication that they practiced in an area, please note it in the comment section below the rating section.

COMPETENCY 1: Demonstrate Ethical and Professional Behavior

1a	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.	1	2	3	4
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1b	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4
1c	Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	1	2	3	4
1d	Uses technology ethically and appropriately to facilitate practice outcomes	1	2	3	4
1e	Uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4

Comments (Competency #1):

COMPETENCY 2: Engage Diversity and Difference in Practice

2a	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1	2	3	4
2b	Presents themselves as a learner and engages clients and constituencies as experts of their own experiences.	1	2	3	4
2c	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

Comments (Competency #2):

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

3a	Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1	2	3	4
3b	Engages in practices that advance social, economic, and environmental justice.	1	2	3	4

Comments (Competency #3):

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

4a	Uses personal experience and theory to inform scientific inquiry and research.	1	2	3	4
4b	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	1	2	3	4
4c	Uses and translates research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4

Comments (Competency #4):

COMPETENCY 5: Engage in Policy Practice

5a	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
5b	Assesses how social welfare and economic policies impact the delivery of and access to social services.	1	2	3	4

5c	Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4
----	---	---	---	---	---

Comments (Competency #5):

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

6a	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
6b	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4

Comments (Competency #6):

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

7a	Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	1	2	3	4
7b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4

7c	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
7d	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4

Comments (Competency #7):

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

8a	Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4
8b	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks in interventions with clients and constituencies.	1	2	3	4
8c	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4
8d	Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	1	2	3	4
8e	Facilitate effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4

Comments (Competency #8):

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



9a	Selects and uses appropriate methods for evaluation of outcomes.	1	2	3	4
9b	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
9c	Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	1	2	3	4
9d	Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1	2	3	4

Comments (Competency #9):

Please add additional comments about the Intern’s strengths or areas for improvement and continued growth:

After reviewing the evaluation with the student Intern, please sign and return to Lancaster Bible College.

LBC Student Intern

Date

Agency Field Instructor or Task Supervisor

Date

Field Director
Lancaster Bible College, Social Work Program
Updated 8/18 MY

Date

Competencies, Behaviors and Suggested Activities

Please note: *Competencies* are shaded in dark grey and are numbered 1 – 9. *Behaviors* are the activities that the student intern should accomplish while working at their Internship. Under each *Behavior* are bullet points with suggested ways to accomplish the task. The Field Instructor may choose other tasks that allow the intern to practice the behavior and work toward competency as a social worker. Some of the bullet points indicate that this task will be an assignment for the Field Seminar Course.

Please remember that the intern is a *student* and a *learner*. Their role is to learn and practice the knowledge, value and skills of the profession. The supervisor will act as a mentor and teacher in this process.

1: Demonstrate Ethical and Professional Behavior	
1A	<p>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;</p> <ul style="list-style-type: none"> • Determine which ethical codes are used in your internship setting and resolve to learn and use the code as your ethical guideline. • Review various ethical principle screens & strategies, and review scholarly journals related to ethical decision making and apply these techniques in the internship setting when making decisions. • Interview a co-worker in the agency that has faced ethical dilemmas and determine how this person resolved the issue. Attempt to learn ethical reasoning and decision making from seasoned co-workers. When possible, use the knowledge in your practice with clients. • Talk to your Field Instructor about relevant laws and regulations that affect the delivery of services to clients in your field setting. Resolve to learn about these laws and regulations and abide by them in the practice setting. • If given the opportunity to participated in or observe research being done within your field setting, resolve to practice ethical conduct. Discuss with a Field Instructor or the researcher how their research fits into the ethics of the social work profession.
1B	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <ul style="list-style-type: none"> • After basic orientation to your agency, create a list of potential value conflicts that you might face where your personal values might conflict with the way the agency provides services. Discuss these potential conflicts with your supervisor and create an action plan that allows professional values to guide your practice in the agency.

	<ul style="list-style-type: none"> • Refrain from imposing personal values on clients in a manner that inhibits client self-determination. Make a list of personal values that would not be appropriate to impose on your clients and discuss the list with your supervisor during supervision. • Interview a co-worker in the agency that has faced value conflicts and determine how this person resolved the issue. Resolve to apply similar successful strategies, and record in your log when you practice the strategies. • Identify several areas for personal growth and share with supervisor so that he/she can help hold you accountable to correct these behaviors. • Evaluate daily successes and failures and take corrective action if needed. • Seek corrective feedback from supervisor or other mentors and make corrections based on feedback of supervisors or mentors.
1C	<p>Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication;</p> <ul style="list-style-type: none"> • Be on time to internship and all appointments related to the internship experience. Develop a concrete plan for transportation. Eliminate schedule conflicts that could make you late to your internship. • Dress professionally in a manner that meets agency expectations; modest clothing, clean and neat appearance and grooming. • Speak professionally: eliminate excessive use of words/phrases such as “like” and “um” when speaking to client and other professionals. • Refrain from unprofessional behavior: derogatory language, gossip, slander, negative comments about clients, verbal or physical aggression, etc. • Practice professional communication by making phone calls on behalf of your agency. Return phone calls promptly and document all calls made or received. • Demonstrate effective written communication in case notes, email, letters, and other written correspondence. Use these same standards in electronic communication while following all rules of conduct outlined in the Code of Ethics. • Determine professional boundaries: learn the rules of your agency regarding interaction with clients (ex: physical touch/hugs, gifts, exchange of personal information with clients, use of social media with clients, etc.) • Resolve to engage with clients in a purely professional manner and seek feedback from supervisor and mentors regarding your boundaries with clients.
1D	<p>Use technology ethically and appropriately to facilitate practice outcomes;</p> <ul style="list-style-type: none"> • Read Standards for Technology in Social Work Practice published in 2018 by the NASW. This handbook can be found in the LBC Social Work department or online. • Follow the Code of Ethics as it pertains to Technology use. • Make a list of the various ways technology is used in your internship. Consider the potential for use and misuse. Resolve to use the technology within the standards of our Code of Ethics. Document in your log how you use technology ethically.

	<ul style="list-style-type: none"> • Consider your own skills in the area of technology use. Create a Learning Plan goal to improve in areas that are required within your field setting. • In areas of personal expertise, offer to take on a leadership role within your agency. Create a webpage, newsletter, Social Media site, etc.
1E	<p>Use supervision and consultation to guide professional judgment and behavior.</p> <ul style="list-style-type: none"> • Establish a weekly supervision schedule with your BSW/MSW supervisor and determine other key individuals that will provide task supervision or training. • Be prepared for each supervision meeting with updated learning plan, questions, or concerns related to the internship. • Seek supervision if needed outside of weekly appointments. (When in doubt, ask.) • Respond to feedback from supervisor, making changes when needed to improve practice skills. • Increase self-awareness through the process of supervision, and document growth in your Log. • If possible, attend multidisciplinary staffing in your agency setting and seek feedback from seasoned professionals in other disciplines. Document what you learn in your Log. • Document and summarize your supervision meetings in your Log (REQUIRED).
2: Engage Diversity and Difference in Practice	
2A	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <ul style="list-style-type: none"> • Review NASW Standards of Cultural Competence in Social Work Practice and make a list of how you might apply these standards within your agency setting. Share this information with your supervisor or in Field Seminar class. • Request the opportunity to work with a diverse caseload and coworkers. • Resolve to use position of power and authority in a manner than is consistent with the core values of social work and the strengths perspective that recognizes the value of difference. Journal about this experience in you Log. • Work with a client who is different than you are in age, gender, ethnicity, sexual orientation, religious preference, etc. and assess if the client has faced oppression, marginalization or alienation due to their difference. Reflect on the experience in supervision or in you Log. • When assessing diverse clients, a cultural assessment should be included. Resolve to learn how to do a cultural assessment and practice using the tool. • When working with clients, become aware of the way that their life experience has been shaped because of their 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.

	<ul style="list-style-type: none"> • Complete a Social Assessment on a classmate. You will be asked to assess life experiences based on various diversity factors. • In Field Seminar and during supervision, practice communicating your understanding of how difference has shaped the life experience of the clients and communities that you serve. Seek feedback from supervisor and classmates about this subject to ensure that your understanding is accurate.
2B	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p> <ul style="list-style-type: none"> • Demonstrate a desire to learn about the culture or differences of clients and colleagues; assess from a strength’s perspective and refrain from judgment. • When working with clients, listen to their stories. Ask what has worked well for them in the past. • Resolve to keep a short journal that documents client and colleague wisdom. • Resolve to affirm clients and colleagues regularly, identifying and communicating strengths.
2C	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> <ul style="list-style-type: none"> • Complete self-assessment assignment regarding personal biases and resulting effects. • With Field Supervisor, review the self-assessment and resolve to increase self-awareness related to this subject. • Resolve to self-regulate and manage biases. Each student will write a summary paper of their challenges and successes in managing biases and values as related to their client population. • Include the topic of “engaging diversity and difference” in weekly supervision meetings, and especially when working with diverse clients.
3: Advance Human Rights and Social, Economic, and Environmental Justice	
3A	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p> <ul style="list-style-type: none"> • Read the brief article found at www.cesj.org/learn/definitions/defining-economic-justice-and-social-justice/ • In collaboration with your supervisor, assess agency policy and practice regarding client groups. Determine if there is a need for advocacy to improve agency policy and remove barriers to services, resources or opportunities. If conditions are observed where there are barriers for certain clients, advocate on behalf of that client for access to services, resources or opportunities. • Participate in advocacy activities in which your agency may already be involved. • Speak to others on behalf of your clients who may face oppression or marginalization.
3B	<p>Engage in practices that advance social, economic, and environmental justice.</p> <ul style="list-style-type: none"> • If possible, act on the identification of barriers and seek to remove them. (As described in 3A).

	<ul style="list-style-type: none"> • Seek out opportunity within the agency to be on committees that assess social justice issues for clients. • If possible, participate in seminar, training go or workshops on social or economic justice as it relates to your internship client base. • Complete the <i>S/E/E Justice</i> activity required for Field Seminar.
4: Engage in Practice-informed Research and Research-informed Practice	
4A	<p>Use practice experience and theory to inform scientific inquiry and research;</p> <ul style="list-style-type: none"> • Seek out opportunity to be involved in research being carried out by your agency. This might include research on client satisfaction, community needs assessments, performance outcomes, etc. If possible, participate in a research related activity. Your experiences as a social worker and the work that you do might become some else’s research data. • Review past research activities completed at your agency. Review the history of why the research was completed, the results or findings, and the changes that were made within the agency to enhance client service or agency efficiency. • Participate in Research class assignment that requires students to identify an area of possible research in their internship setting.
4B	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</p> <ul style="list-style-type: none"> • Determine if there are research journals dedicated to your client population and gain access to the journals. Find several research articles of interest to you, and practice critical thinking, as described in the summary of 4B. Review your thoughts and conclusions with your Field Instructor or in Field Seminar class. • As a Field Seminar assignment, students will locate and read one research article (from a peer reviewed scientific journal) on a subject relevant to their client population. Students will submit a brief summary paragraph on how the research impacts their work. Students will share results in class and should also share this with their Field Instructor. • Apply critical thinking skills to the research activity that you will conduct for your LBC research course. Incorporate your thought process and its impact into your summary papers written for your Research assignments.
4C	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p> <ul style="list-style-type: none"> • Speak with your Field Instructor or Task Supervisor to discuss research that they are familiar with that has positively impacted their practice. • Make a habit of reading and reviewing research that applies to the field of social work, and especially to the client population that you serve. • Communicate with your Field Instructor or Task Supervisor to learn about research that is being completed in the agency setting. Determine how this research is helping the clients served by the agency. Review results in order to allow the research results to influence the way that you practice social work.

5: Engage in Policy Practice	
5A	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <ul style="list-style-type: none"> • Interview your Field Instructor, task Supervisor or other key agency administrators about specific laws or policies that impact service delivery. • Investigate policies that impact your clients and your agency. • Resolve to follow the guidelines of the policies that impact your agency. • Resolve to understand the historic context of the laws and their intended goals.
5B	<p>Assess how social welfare and economic policies impact the delivery of and access to social services;</p> <ul style="list-style-type: none"> • Ask your Field Instructor if there are any policies that consistently have a negative impact on clients served by your agency. Assess the policy, learn its history and why it was put into place. Determine if there are alternatives or ways to work around the negative impact. • Make a list of the laws or policies that most often hinder your clients from receiving benefits. Consider taking action about the limitation through legislative advocacy.
5C	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p> <ul style="list-style-type: none"> • Review and analyze agency policies that relate to the provision of services. With help from your supervisor, identify the key policies that govern provision of services. This could be federal or state polies as well as agency policy. • During Field Seminar class, students should share information with the class about significant agency policy (or a federal/state policy that impacts clients of the agency) that advances social and economic well-being of clients • If applicable, student will contact legislators regarding policies that discriminate against or negatively impact clients at their internship. • Identify and follow legislative action that will affect clients served in your internship setting. Field supervisor can help identify proposed legislative actions or issues related to agencies provision of services. Students will report on activity in class. • With approval, student will participate in efforts to improve agency policy. If your agency is involved with a taskforce or committee to improve policy, student will ask to participate. • With approval, student will interview clients regarding agency policies that impact them, and/or interview colleagues about how changes in laws affected their work with the agency. Student will seek input about how colleagues handled changes and how they became competent with new practice requirements.
6: Engage with Individuals, families, Groups, Organizations and Communities	

6A	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</p> <ul style="list-style-type: none"> • Review the planned change process with specific focus on engagement skills. Review the skills needed for effective engagement. Considering the population at your agency, determine what HBSE principles should be reviewed so that you are best prepared to engage with your clients. (Life span development, Erikson’s stages, diversity factors, developmental milestones of infants and children, gender and sexuality, race and ethnicity, organization and community empowerment, organizational development, etc.) • Request the opportunity to have direct client contact. When meeting clients for the first time, resolve to practice purposeful engagement while applying social work knowledge. Document the process in your student log, section 6A, specifically detailing the knowledge that you applied.
6B	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> <ul style="list-style-type: none"> • Recognize and act on the core value of dignity and worth of the person, treating all clients with dignity and respect. • Use respect, empathy, warmth, genuineness and unconditional positive regard; • convey hope for accomplishment of the client’s goals. • Practice interpersonal skills of active listening, appropriate body language (SOLER), paraphrasing, summarizing, clarifying, reflective responses, use of simple encouragement, open-ended questioning, and compromising. • Strive to accurately understand feelings, problems or concerns of the client or client group, in their cultural context.
<p>7: Assess Individuals, Families, Groups, Organizations, and Communities.</p>	
7A	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <ul style="list-style-type: none"> • Observe effective facilitation of intake and other assessments required by the agency. By observing other professionals completing assessments, the student will have the skill modeled for them, and will be better prepared to complete future assessments independently. • If possible, complete client intake assessment using the intake forms of the agency. Think critically about the purpose and importance of the standard intake questions. Based on client responses, formulate additional pertinent questions not on the intake form. • When possible, interview and collect information from other sources such as family members, community members, and other professionals who have worked with the client/client system. • Document collected data in notes and/or forms required by agency, in a professional manner. • Interpret client data within written documents and share your impression/professional opinions with supervisor. When possible, share your

	<p>interpretation in clinical staffing, case reviews or other multidisciplinary team meetings.</p> <ul style="list-style-type: none"> • Biopsychosocial assessment: students will work in pairs to complete a biopsychosocial assessment that is reviewed by the instructor and is required as part of SWK 461 Field Seminar, Spring Semester.
7B	<p>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;</p> <ul style="list-style-type: none"> • Review the list of theories and perspectives and consider how each can be applied in your internship setting, and their overall effectiveness. • Use eco maps, genograms, or similar tools used by your supervisor to facilitate assessment of client. • Review various intake assessments or social histories used at the agency where you are completing your internship. Practice assessing client data. • Based on knowledge acquired in HUBSE course, assess clients through the lenses of various frameworks. (For example, consider developmental theory for infants, life stages for early childhood through late adulthood.) • When you complete your Biopsychosocial assessment for Field Seminar class, intentionally apply your HBSE knowledge to the process of the assessment. • If possible, conduct or assist in conducting an assessment on a new client at your internship. With permission, complete a Biopsychosocial Assessment on this client and apply HBSE knowledge to the assessment process. • Review various assessment forms used at your internship site that assess the person in their environment. If possible, perform assessment using these forms. Apply HBSE knowledge during the assessment of data.
7C	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</p> <ul style="list-style-type: none"> • Identify internal and external strengths, skills, resources and supports for each client. This is integral for any assessment such as an Intake Assessment or a Biopsychosocial Report. If the assessment form used by the agency does not have a strengths-based component, this could be a possible topic for your Change Effort assignment in Practice III. • Using motivational interviewing techniques, help client identify strengths and resources when conducting assessments, completing treatment plans, setting goals, etc. • When meeting with clients for various assessments or one-to-one sessions, critically assess and clearly define client’s presenting problem, needs and challenges. • Help clients develop treatment goals, or goals to improve client situation. If possible, collaborate with client and supervisor to develop a treatment plan. • Remain committed to client-self-determination while motivating client to accomplish goals.

7D	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p> <ul style="list-style-type: none"> • Regularly discuss intervention strategies with supervisor and other professionals. • Develop a list of most common intervention strategies used with your client population and research each intervention technique. • Review professional journals reporting on evidence-based treatment for the population served by the agency. • When working with clients, mutually and collaboratively prioritize problems or issues that need immediate attention. Develop intervention plans and share the rationale for intervention with supervisor before referrals or services are arranged. • Resolve to actively include your clients in the process of selecting intervention strategies in order to consider their values and preferences.
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8: Intervene with Individuals, Families, Groups, Organizations, and Communities

8A	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <ul style="list-style-type: none"> • Help clients set realistic goals • When working with clients, help them identify what they believe are barriers to their goals. • If possible, help clients remove barriers and/or develop a plan with client to remove barriers. • Demonstrate knowledge of resources that will allow clients to accomplish goals. • Allow client to verbally process and think through the steps to accomplishing goals. Help client focus on realistic options. • Motivate and encourage clients in resolving problems and issues. • Research and review preventative services that your agency accesses for the population served by the agency. • When possible, refer clients to appropriate prevention services. • Complete strength assessments on clients and/or review social histories that document strengths and capacities. Consider strengths and capacities when making referrals. • Within your agency setting, determine the most common resources used, and the process to refer clients for these services. • Under supervision, assess clients to determine if services are needed, then assist in making a referral for a client for a needed service or resource. (ex: refer a client to a food pantry, help set up a psychological evaluation, assist in locating housing, etc.) • If barriers exist that inhibit a client from obtaining a service, the intern should advocate on the client’s behalf to remove barriers to services or address social injustices that inhibit services.
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8B	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <ul style="list-style-type: none"> • Review HBSE principles that directly affect the client population served at your agency. • Ask your Field Instructor for the opportunity of selecting interventions for clients served at your agency. When selecting interventions, consider HBSE factors that impact your client and apply the P-I-E framework. • For at least one client, consider their stage of development (Erikson). Determine at least one intervention that will contribute positively to mastering their key developmental task. If possible, put the intervention into place.
8C	<p>Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes;</p> <ul style="list-style-type: none"> • Speak with your Field Instructor or Task Supervisor to determine what types of interprofessional collaboration occurs within your internship setting. Make concrete plans to participate, attend meetings or develop interprofessional communication in your agency. • Regularly attend team meetings and staff meetings related to your internship. • Seek out Community meetings and attend if possible. • Actively engage in Practice III assignments that promote the concept of inter-professional collaboration.
8D	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</p> <ul style="list-style-type: none"> • When clients need services put in place for them (and they are not able or allowed to initiate a service on their own), Interns will mediate and negotiate services for the client under direction and approval of supervisor. • When possible, attend multidisciplinary meetings, case reviews and team meetings and advocate on behalf of client when appropriate, focusing on client’s strengths, accomplishments, progress, needs, and goals. • Participate in agency events that bring positive attention to the agency; raise funds that allow the agency to work on behalf of the clients; highlights agency needs; and present the agency, its staff and its clients in a positive light. • When possible, participate in multi-agency meetings designed to share resources, ideas, or address need for services in the community that would better address the needs of the client populations served at the agency.
8E	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p> <ul style="list-style-type: none"> • Related to case plans/service plans/treatment plan: be aware of the time frames for the completion of tasks, objectives and goals. Abide by these parameters, and help client understand the parameters as well. • Discuss with your supervisor how the agency addresses transitions and endings, and whenever possible, observe this process.

	<ul style="list-style-type: none"> • Develop an activity to do with clients and/or agency staff that help you transition out of (or end) the internship experience. • After intern is aware of the therapeutic value of preparing for transitions and facilitating endings, he or she will assist clients in this process. This might include processing emotions related to loss, anxiety, fear, joy, anger, abandonment, etc. Intern should consult with supervisor when clients are having difficulty with transitions and endings.
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
9A	<p>Select and use appropriate methods for evaluation of outcomes;</p> <ul style="list-style-type: none"> • Speak with your Field Instructor or Task Supervisor to determine the evaluation methods used in your agency. Make sure you understand the methods and what the agency does with the information gathered through the evaluation process. When possible, participate in this process. • If Intern is working on a case, documentation should be included in the case file related to client progress toward goals. • Observe supervisor or other staff when they review case plans/service plans/treatment plans. Client progress will be monitored and evaluated, and success of the intervention will be discussed. • When interventions fail, analyze why they failed and how they can be improved. • Review professional journals related to evidence-based practice. • Participate in Practice III Logic Model activity which requires you to evaluate an intervention in your field setting.
9B	<p>Apply knowledge of human behavior and the social environment, Person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <ul style="list-style-type: none"> • Resolve to evaluate cases from an environmental lens, considering environmental factors that influence or impact the client. • Resolve to use tools such as Ecomaps and Genograms as you evaluate the effectiveness off your work, seeking healthier relationships and strengthened systems. • When closing cases, make a concerted effort at documenting the methods that were used both from social work and other disciplines. Evaluate what worked well, and what needed modification. Resolve to apply what you learned to future cases.
9C	<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes;</p> <ul style="list-style-type: none"> • Whenever possible, follow cases from their inception through their closing. Analyze, monitor and evaluate the interventions and determine if the outcome of the case was successful. If the case was successful, try to determine what worked well. If it was unsuccessful, try to determine the problems and issues so that you learn how to better approach similar cases in the future.

	<ul style="list-style-type: none"> • Talk with your Field Instructor or Task Supervisor to determine how the agency evaluates program process. Request to be a part of the evaluation process. • Participate in Practice III Organizational Analysis by interviewing agency representatives regarding their macro level evaluation process.
9D	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p> <ul style="list-style-type: none"> • Resolve to apply what you learn from each case to improve future work. • When possible, participate in case conferences or staff meetings that review cases and evaluate case outcomes. • Throughout the internship, review at least two professional journal articles related to the population served at the internship, or journals related to provision of quality services to the population. Report significant research to your supervisor if you believe that what you have learned can positively impact your clients or agency. • If possible, request to participate in multi-agency meetings that bring together agencies with shared goals. Actively participate in these meetings and report so supervisor on innovations in service delivery. Seek out information from other social workers or agencies regarding effective methods used with clients and client groups.

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