

LBC | Capital Graduate School

MSW Field Education Manual



**LANCASTER
BIBLE COLLEGE**

**CAPITAL SEMINARY &
GRADUATE SCHOOL**

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Welcome to Lancaster Bible College MSW Field Education Program!

Social work is a rewarding profession. Students who enter the Program have a desire to serve others with compassion and be active change agents. Through coursework and experiential learning experiences, students interact with the realities of a broken world with many individuals struggling for basic survival. They also experience the reality that they can have influence. The MSW Program at LBC | Capital prepares students to serve in diverse settings within society and the faith-based community.

Field Education offers students a unique opportunity to step out of the classroom and experience social work in professional settings. Field Education is an integral piece for connecting the social work theoretical knowledge and applying that knowledge to practice. Through the observation and practice of skills within a field internship, the student develops effective social work skills and 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
Lisa Hanna Witmer
MSW Field Director
lwitmer@lbc.edu
717-569-7071, x5453



History of the Social Work Program

LBC has been offering social work courses since 2004. The Program began to pursue accreditation through the Council on Social Work Education (CSWE) in 2012. LBC's BSW Program received initial accreditation through CSWE in February 2016. In 2020, the BSW Program was granted full accreditation through CSWE for an additional 8 years. In 2019, the BSW Program faculty began discussions with internal and external stakeholders to determine the feasibility of offering an MSW Program at LBC. A program proposal was developed, submitted for review and in June 2020 was approved. In June 2020, the President's Cabinet and the Educational Committee of the Trustees approved the proposal and permission was granted to begin the development of the MSW Program. The MSW Program has been granted [Candidacy status](#) with CSWE in March 2022 with the hope that Initial Accreditation will be received in February of 2024. Candidacy status assures that students admitted to the Program in Fall of 2021 will be grandfathered into the accredited MSW degree.

Program Mission and Goals

The mission of the Lancaster Bible College MSW Program is as follows:

The Lancaster Bible College Master of Social Work program exists to equip graduate social work students to serve society and the Church through advanced social work practice within the purpose and values of the social work profession and the context of a biblical worldview.

This program prepares students to be leaders in the field of social work in a wide range of settings. By developing a biblical framework, leadership skills, evidence-based practice, experiential learning, and ethic of self-care, students will be equipped to provide leadership in professional social service contexts.

Profession's Purpose:

"The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally." (pg. 5, 2015 EPAS)

Profession's Values:

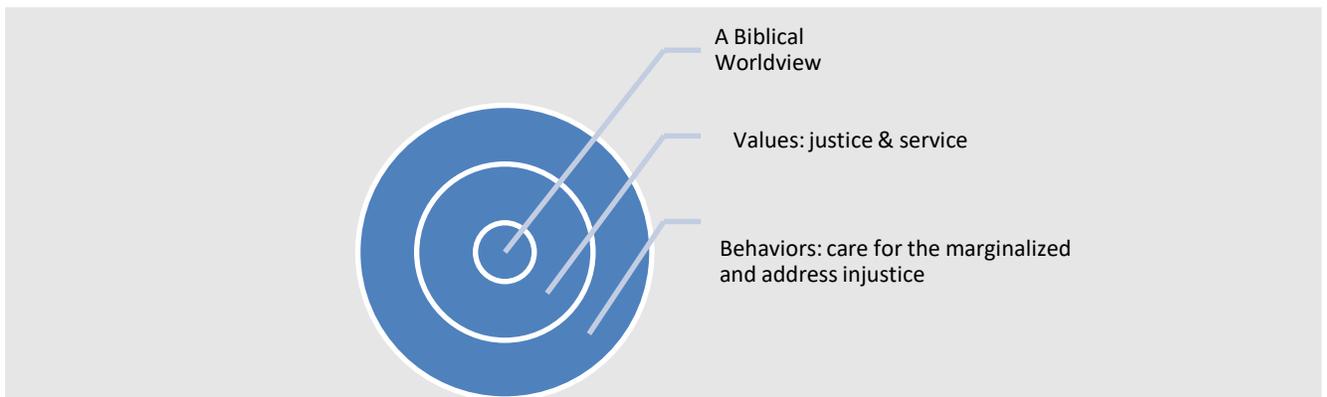
"Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice." (EP 1.0, 2015 EPAS)

To achieve this mission, the MSW Program at LBC | Capital integrates the purposes and values of the social work profession with a biblical worldview which is the program's context. The MSW Program at LBC | Capital applies the Educational Policy and Accreditation Standards

(2015) from the Council on Social Work Education (CSWE) as a foundation or framework to set the course for academic learning for the students.

The MSW Program's biblical framework is compatible with the values in the social work profession. A biblical worldview provides the motivation to care for the marginalized in the society and places an emphasis on addressing injustice. A biblical worldview is also others-focused and puts great significance on service. The distinctiveness of a biblical worldview parallels the social work profession's purpose to promote society's wellbeing and its value of justice and service.

The following diagram demonstrates how a biblical worldview-shapes one's values and informs behaviors that are compatible with the social work profession and its values:



The MSW program will offer students a variety of learning opportunities to practice advanced social work from a biblical worldview. The program prepares graduate students to integrate biblical principles of love, care, compassion, service, addressing injustice, and many other values that focus on preserving the dignity and worth of individuals and advancing social justice.

Students in the MSW program will be encouraged to engage in leadership roles both at the mezzo and macro levels. The biblical worldview solidifies (encourages) students to practice serving others with great love, service, care, and compassion shown to others, focused on local and global interactions.

Each of the MSW Program goals further develop the students' knowledge and skills in the key areas of social work practice. In addition, the program goals serve to guide each course's development in the MSW program. The five key MSW program goals are:

1. Advanced Practice

- a. The Program will **prepare** students for advanced social work practice with individuals, families, groups, organizations, and communities.
- b. Program will **develop** practitioner competence in assessment, intervention, and evaluation strategies.
- c. The Program will **prepare** students to be culturally competent leaders in practice settings with diverse populations, valuing human relationships in every context.

2. Advocacy

The Program will **provide** opportunities for students’ interaction with policy practice, with an emphasis on advocacy and the advancement of human rights.

3. Research

The Program will **develop** evidence-based practitioners who participate in research to enhance the field of social work practice.

4. Leadership

The Program will **engage** students in the development of leadership skills to effect change in the micro, mezzo, and macro levels of practice.

5. Integration of Faith and Practice

The Program will **prepare** students in interpreting social work knowledge, values, and skills through a biblical worldview.

Each of these goals has been intentionally developed to support the knowledge, values and skills that the MSW 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 and specialized practice.

The Program Goals are derived from the Program’s mission and can be further understood through the following table:

Program’s Goals	Components of the Program’s Mission
<p>1. Advanced Practice</p> <p>1.1 The Program will prepare students for advanced social work practice with individuals, families, groups, organizations, and communities.</p>	<p>This Program goal aligns with the Program’s mission to equip emerging MSW practitioners with advanced practice skills and knowledge to inform all levels of practice (micro, mezzo, macro) and in many diverse settings. Building upon the baccalaureate education, the MSW education will prepare students to navigate the complexity of advanced social work practice with proficiency.</p>
<p>1. Advanced Practice</p> <p>1.2 The Program will develop practitioner competence in assessment, intervention, and evaluation strategies.</p>	<p>This Program goal aligns with the Program’s mission as it addresses the importance of myriad practice skills that Masters’ level social workers draw from when completing advanced practice. Utilizing a planned change process, the Program directs Masters’ practitioners to engage in activities that demonstrate competence along the practice continuum and partner with client systems for effective outcomes. The purpose and values of the profession guide the developing competence standards to measure the students’ growth.</p>
<p>1. Advanced Practice</p>	<p>This Program goal aligns with the Program’s mission as it addresses the importance of</p>

<p>1.3 The Program will prepare students to be culturally competent leaders in practice settings with diverse populations, valuing human relationships in every context.</p>	<p>developing culturally competent practitioners in leadership roles. The Program also facilitates the Masters’ students’ ability to competently navigate through the complexities of interacting with diverse populations in diverse settings. The Program mission aligns with the biblical and professional value of the importance of human relationships and encourages practitioner-leader competence in both the Church and society, which is believed to encompass the students’ professional and personal life.</p>
<p>Advocacy</p> <p>The Program will provide opportunities for students’ interaction with policy practice, with an emphasis on advocacy and the advancement of human rights.</p>	<p>This Program goal aligns with the Program’s mission as it promotes the advocacy of human rights relating to the area of policy practice, a skill that competent social workers must demonstrate. The Program encourages active engagement in the client systems by providing opportunities through various coursework and field experiences to participate in policy practice with the emphasis.</p>
<p>Research</p> <p>The Program will develop evidence-based practitioners who participate in research to enhance the field of social work practice.</p>	<p>This Program goal aligns with the Program’s mission as it highlights the importance of student proficiency in principles, application and delivery of research. The MSW Program will produce Masters’ level researchers who competently gather data, conduct data analysis, and draw practice applications from research findings to improve the quality of life for client systems. Student researchers will add to the social work field through sound evidence-based research and program evaluations within diverse settings.</p>
<p>Leadership</p> <p>The Program will engage students in the development of leadership skills to effect change in the micro, mezzo, and macro levels of practice.</p>	<p>This Program goal aligns with the Program’s mission as it focuses on the importance of leadership within the myriad fields of practice represented by the student learners. The Program cultivates graduate students to serve as organizational and community leaders with the aim to effect change at micro, mezzo, and macro levels of practice. The engagement at all three levels of practice allows the students to empower their clients and communities to advance social justice.</p>

<p>Integration of Faith and Practice</p> <p>The Program will prepare students in interpreting social work knowledge, values, and skills through a biblical worldview.</p>	<p>This Program goal aligns with the Program’s mission as it challenges students to evaluate the integration of faith and practice. The MSW Program context establishes the importance of integration, specifically preparing students to interpret the purpose of the social work profession through the lens of a biblical worldview. Students will integrate their worldview within their social work coursework and examine the areas of integration within their field experiences. This should not be construed as limiting with students only interacting in similar faith experiences but should be understood as part of the student’s self-reflection and personal values awareness.</p>
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Program Competencies and Behaviors

The Program measures student learning through competency and behavior development. Students meet competency at both the generalist and specialized levels of practice, demonstrating specific behaviors that align with a competent social worker. The MSW Program has identified the following **generalist practice competencies** and behaviors.

- 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 nine 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 six 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.

Specialized Practice: Clinical Social Work. The MSW Program has identified the following specialized practice competencies and behaviors for the Clinical Social Work specialization:

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social work practitioners use reflective practice (skills) to guide their approach to working with individuals, families, groups, organizations, and communities. Utilizing a person-in-environment perspective and strengths-based approach in their work (knowledge), clinical social work practitioners adhere to the highest standard of ethical behavior (values) recognizing their role as change agents through direct practice and leadership within organizations. Clinical social work practitioners develop sound practice strategies utilizing a myriad of tools and technology in their professional judgment and behaviors (cognitive and affective processes).

Practitioners in clinical social work practice:

- a. Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values
- b. Engage in personal reflection and self-regulation to manage personal values
- c. Engage in supervision to guide professional growth and behavior
- d. Demonstrate professional and ethical behavior in oral, written, and electronic communication
- e. Engage in interprofessional collaboration in practice

Competency 2: Engage Diversity and Difference in Practice

Clinical social work practitioners know the various forms and mechanisms of discrimination and oppression that impact client systems (knowledge). Utilizing this knowledge, they practice from a cultural humility perspective, valuing all individuals as diverse human beings, responding to issues of inclusion and equity in practice (skills and values). Applying a critical thinking lens, they are cognizant of the various dimensions of diversity, managing their own biases and values when working with diverse client systems (cognitive and affective processes).

Practitioners in clinical social work:

- a. Demonstrate an attitude of cultural humility and respect cultural differences
- b. Identify factors of intersectionality and diversity and their impact on clients and constituencies
- c. Research and apply knowledge related to diversity to educate others in valuing diversity and promoting inclusion and equity
- d. Analyze policies and practices on the potential impact on diverse clients
- e. Utilize self-reflection to manage personal beliefs and biases

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

Clinical social work practitioners actively engage in their communities to address violations of human rights and social, economic, and environmental injustices (skills). They know the various barriers that prevent justice for individual client systems and enact a plan of action to address the barriers (knowledge and skills). These practitioners view social, economic and environmental justice as a basic human right, advocating at individual and system levels (values). They critically evaluate multiple ways of advocacy to advance human rights while continuously assessing risk for the client system (cognitive and affective processes).

Practitioners in clinical social work:

- a. Engage community leaders in discussions about injustice impacting client systems
- b. Prepare written position statements to address social, economic, and environmental justice
- c. Campaign to eradicate injustice at the micro, mezzo, and macro practice levels
- d. Identify policies that create or perpetuate systemic barriers to justice, and develop a plan to address the barriers
- e. Educate others about issues of client system injustice

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

Clinical social work practitioners value research in the social work field and the application of research to inform practice (value). They know the various components of sound, ethical research and how research is gathered, interpreted, evaluated, and applied in social work contexts to have a direct, positive impact on client systems (knowledge). Practitioners engage in research methodology from point of hypothesis creation, participant inclusion, informed consent, data gathering, data analysis, and final written reporting (skills). Practitioners critically evaluate quantitative and qualitative data drawing conclusions to inform and improve social work practice (cognitive and affective processes).

Practitioners in clinical social work:

- a. Implement evidence-based research and program evaluation in clinical practice

- b. Apply research to practice by utilizing the logic model within the agency
- c. Conduct qualitative and quantitative research and apply research findings to improve service delivery
- d. Read professional journal articles and critically evaluate existing research to develop innovative intervention strategies
- e. Assist other social work practitioners to develop evidence-based assessment tools to inform practice

Competency 5: Engage in Policy Practice

Clinical social work practitioners are well versed in policies that shape social work practice from a local, state-wide, and national level (knowledge). Practitioners understand the importance of policies that impact client well-being and the delivery of services, valuing the complexity of economic policies that impact service to client systems (values). Practitioners adjust to the changing dynamics of environments influenced by policies and advocate for policies that address various forms of injustice or discrimination (skills). Practitioners broadly evaluate strategies to engage with constituents relating to the impact of policy on well-being and access to services (cognitive and affective processes).

Practitioners in clinical social work:

- a. Critically analyze past and present public policies that shape social services
- b. Research policies which pertain to well-being, service delivery, and access to social services
- c. Assess the effectiveness of a policy on the well-being and service delivery of a client population
- d. Interact with funding sources and state welfare organizations through direct contact with government agencies that provide welfare services
- e. Create written material to educate others about the impact of public policy on clients

Competency 6: Engage with Individuals, Families and Groups

Clinical social work practitioners are well versed in the theoretical frameworks of engaging with diverse populations (knowledge). They demonstrate compassion and empathy toward client systems and empower clients to grow from traumatic experiences (skills). Practitioners interact with individuals, families and groups valuing the unique and diverse perspective which is brought to the helping relationship (values). Practitioners recognize the importance of reflective practice and being mindful of personal strengths and limitations during service delivery (cognitive and affective processes).

Practitioners in clinical social work:

- a. Apply knowledge of a myriad of theoretical constructs with an emphasis on the use of the strengths-based perspective and the person-in-environment approach
- b. Use empathy when meeting with individuals, families, and groups applying a cultural humility perspective
- c. Seek feedback from supervisors and peers and identify areas of strength and weakness in engaging with clients
- d. Model effective communication strategies (both in-person and using technology) when engaging with others

- e. Educate others, through reflective practice, on strategies to engage the challenging client

Competency 7: Assess Individuals, Families and Groups

Clinical social work practitioners conduct comprehensive biopsychosocial-spiritual assessments with individuals, families, and groups (skills). Practitioners value a client-driven, strengths and resiliency-based approach in the assessment process to support the development of thorough intervention goals, objectives, and tasks (values). Practitioners employ evidence-based assessment strategies from multidisciplinary frameworks which support strong assessment strategies (knowledge). Practitioners utilize critical thinking and reflective practice to synthesize data collected from the assessment of individuals, families and groups and develop the most appropriate intervention strategies (cognitive and affective processes).

Practitioners in clinical social work:

- a. Conduct biopsychosocial-spiritual assessments with client input
- b. Develop comprehensive intervention plans to include client-focused goals, objectives, and tasks
- c. Demonstrate an ability to use assessment information to communicate treatment recommendations for clients
- d. Uses strong collaborative skills to empower client systems as part of the assessment and planning process
- e. Educate others in effective assessment and planning techniques

Competency 8: Intervene with Individuals, Families, and Groups

Clinical social work practitioners navigate through the complexities of practice at all levels of practice, positioning themselves for interventions to achieve practice outcomes. Practitioners use evidence-based interventions with client systems and know the various structures that comprise organizational life and community operations to inform the development of effective interventions (knowledge). Practitioners engage in interprofessional collaborative partnerships by using the skills of negotiation, mediation, and advocacy to address injustices and/or inconsistencies on behalf of client systems (skills). Practitioners value a broad perspective to interventions that impact client systems, organizational staff, and leadership, and those that impact community life (values). Practitioners participate in self-reflection as they engage in critical conversations and inquiry at a micro, mezzo and macro level with clients, constituents, community leaders and organizational administration to enhance service delivery and the achievement of positive outcomes (cognitive and affective processes).

Practitioners in clinical social work:

- a. Implement strategic interventions on behalf of client systems at all practice levels
- b. Demonstrate effective interprofessional collaboration through interventions
- c. Design intervention strategies to achieve client-driven, organizational, and community outcomes
- d. Evaluate the various assessment tools' strengths and limitations
- e. Propose trauma-informed interventions that align with evidence-based research to improve client and staff functioning

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

Clinical social work practitioners recognize the value and importance of evaluation in the planned change process by committing to develop strong evaluative processes (values). Practitioners are well-versed in a myriad of evaluation techniques at the micro, mezzo and macro levels and know the steps of the evaluative process (knowledge). Practitioners use effective methods of evaluation relevant to the data that is needed to support strong outcomes for individuals, families, groups, organizations, and communities (skills). Practitioners can critically analyze client outcomes, withholding personal judgments, and produce objective evaluation reports for all constituents (cognitive and affective processes).

Practitioners in clinical social work:

- a. Apply sound evaluation strategies that gather relevant outcome data to inform future practice
- b. Utilize social work theories and frameworks in the evaluation process
- c. Collaborate with others within the organization to conduct evidence-based evaluations to improve services
- d. Develop a systematic strategy to report client outcomes to promote ethical and effective practice
- e. Propose practical recommendations to improve service delivery based on evaluation outcomes

Competency #10: Synthesize Social Work Values and One's Biblical Worldview When Working with Individuals, Families, Groups, Organizations, and Communities.

Clinical social work practitioners value the spiritual dimension of the helping relationship, acknowledging their own worldview and the worldview reflective of the client system (values). Practitioners know the ethical considerations relating to the use of self and accessing the spiritual dimension when interacting with client systems (knowledge). Practitioners demonstrate behaviors that align with a biblical worldview, articulating the spiritual dimension through engagement, assessment, intervention, and evaluation (skills). Practitioners critically apply self-reflection in the application of a biblical worldview and the harmony with the core values of social work (cognitive and affective processes).

Practitioners in advanced generalist practice social work:

- a. Articulate the integration of a biblical worldview and social work core values
- b. Apply a biblical worldview during interactions in simulated and/or case study scenarios through coursework
- c. Utilize the spiritual dimension as part of engagement, assessment, intervention and evaluation
- d. Resolve to respect clients' values and not impose personal spiritual values on clients
- e. Educate others about the use of a biblical worldview and accessing the spiritual dimension in practice that focuses on a client-directed perspective

Specialized Practice: Advanced Child and Family Practice. The MSW Program has identified the following specialized practice competencies and behaviors for the Advanced Child and Family Practice specialization:

Advanced child and family practice builds upon the core generalist practice competencies and supports the development of practitioner effectiveness in all aspects of child and family practice. Practitioners are trained in multiple areas from policy development, advocacy, administrative work, and to individual, family and group work for those client systems touched by the complex child and family caring system. This specialization touches all levels of practice, advancing the social work core values and supporting the vital purpose for which social work exists. The curriculum will provide opportunities for students to gain advanced knowledge by building upon their experiences in the field. Both coursework and fieldwork will offer students opportunities for skill refinement. Students will reflect on the importance of child and family staff at all levels of organizational as each member commits to the safety, permanency, and well-being of children and families to achieve positive outcomes. The curriculum will encourage the development of critical thinking and challenge the students' affective responses to the complex issues that children and families face.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced child and family practitioners understand the importance of safety as a primary responsibility for all who engage in the child and family caring system. Child and family practitioners carry out their responsibilities in the support of safety, permanency, and well-being for all children (knowledge). Practitioners use a variety of skills that advance an ethical approach to engagement with individuals, families, groups, organizations and communities, and managing their own professionalism when encountering stressed systems (skills). Practitioners value the person-in-environment perspective recognizing that sound practice considers the client as the driver of service and a broader understanding of context helps to achieve positive outcomes (values). Practitioners in advanced child and family practice utilize critical self-reflection when facing traumatic situations within the field, supporting a strengths-based approach to child and family work, using supervision, consultation and collaboration as a regular practice stance (cognitive and affective responses).

Practitioners in advanced child and family practice social work:

- a. Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values
- b. Demonstrate professional and ethical behavior in oral, written, and electronic communication
- c. Engage in interprofessional collaboration in practice
- d. Use supervision and consultation to refine practice
- e. Utilize knowledge and experience in the field to educate others

Competency 2: Engage Diversity and Difference in Practice

Advanced child and family practitioners are knowledgeable about the various forms of oppression, discrimination, and marginalization of vulnerable populations that impact service to the child and family caring system partners (knowledge). All practitioners skillfully utilize a

cultural humility perspective as they practice in the micro, mezzo, and macro levels (skill). Practitioners value difference and diversity and use opportunities to present themselves as learners of others, considering clients as experts of their own lived experiences (values). Practitioners are cognizant of the various dimensions of diversity, managing their own biases and values when working with diverse client systems (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- a. Demonstrate an attitude of cultural humility and respect cultural differences
- b. Identify structures of discrimination and oppression and propose solutions to address injustice
- c. Research and apply knowledge related to diversity to educate others in valuing diversity and promoting inclusion and equity
- d. Develop assessments, interventions, and evaluations that are culturally sensitive
- e. Utilize self-reflection to manage personal beliefs and biases

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

Advanced child and family practitioners understand the various barriers that exist within the child and family caring system that impact community engagement and work to advance the rights of children, parents, staff, and other constituents (knowledge). Practitioners actively collaborate with other societal entities to address basic human rights of client systems at all levels, focusing on social, economic and environmental justice (skills). Practitioners value advocating for the voiceless and defenseless children and families to achieve positive outcomes (values). Practitioners reflect on the injustice that exists in the child and family caring system and corresponding systems, and continuously pursue creative options to advocate for changes that promote justice (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- a. Engage with community partners to collaborate for change to address various forms of injustice affecting child and family practice
- b. Propose solutions to address social, economic and environmental injustice that impact child and family caring systems
- c. Select appropriate interventions at a micro, mezzo and macro level that advance human rights impacting the child and family caring system
- d. Evaluate systemic barriers to human rights and social, economic, and environmental justice impacting the child and family caring system
- e. Educate others in advocacy to become leaders of change, using their voice to address areas of injustice impacting the child and family caring system

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

Advanced child and family practitioners value evidence-based research that informs child and family practice (values), effectively utilizing research results to improve practice and the quality-of-service delivery (skills). Practitioners understand the importance of gathering data that drives

decision-making in developing evidence-based child and family practice (knowledge). Advanced child and family practitioners critically evaluate quantitative and qualitative findings and devise implications to inform and improve child and family practice (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- a. Select appropriate research strategies and implement research to improve practice outcomes
- b. Conduct qualitative and quantitative research, applying research findings to improve child and family practice
- c. Evaluate existing research and identify gaps in knowledge in the field of child and family practice
- d. Advocate for evidence-based practice founded on sound research
- e. Educate other child and family practitioners to engage in data-driven practice

Competency 5: Engage in Policy Practice

Advanced child and family practitioners are knowledgeable about the significant federal and state laws, local agency regulations, and domestic policies that inform child and family practice (knowledge). Utilizing this knowledge, child and family practitioners compare organizational practice with policy interpretations, discriminating between best practice and traditional practice interventions (skills). Practitioners value the functionality of policies in the child and family caring system and practice (values). Practitioners compile policy positions that advance sound child and family practice from multiple sources and critically evaluate such positions to improve child and family practice at a local level (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- a. Identify current child and family public policy that impacts the field
- b. Assess child and family policy and identify gaps in services that impact well-being, service delivery, and access to services
- c. Advocate for changes at the local, state, or national levels to improve delivery and access to services
- d. Demonstrate an ability to translate policy into practice
- e. Educate others on the impact of child and family policy on children and families

Competency 6: Engage with Individuals, Families and Groups

Advanced child and family practitioners understand multiple theoretical frameworks in conjunction with a cultural humility approach when interacting with children, families, and groups within the child and family caring system (knowledge). Practitioners adopt a trauma-informed approach to engage with client systems. This is approached with compassion and empathy as they navigate the complex dynamics when working with individuals, families and groups (skills). Valuing diverse perspectives of engagement, practitioners model approaches that demonstrate skills associated with effective engagement along the continuum of the planned change process (values). Critically self-reflective practitioners construct a model of engagement

based on multiple ways of conceptualizing the client's experience with the child and family caring system, continuously evaluating one's own affective responses (cognitive and affective processes).

Practitioners in advanced child and family social work practice:

- a. Utilize a strengths-based engagement approach to empower the individual child and caregiver
- b. Demonstrate empathy, compassion, warmth, and genuineness towards child and family caring client systems
- c. Utilize a cultural humility approach and respect clients' lived experiences when engaging with clients
- d. Model the use of a trauma-informed approach to engage with client systems
- e. Educate others through reflective practice, and develop strategies to engage the challenging individual, family or group

Competency 7: Assess Individuals, Families, Groups and Organizations

Advanced child and family practitioners conduct comprehensive biopsychosocial and spiritual assessments with individuals, families and groups, and assess organizations with the aim to improve the quality of services. (skills). Practitioners value a client-driven, strengths and resiliency-based approach to support sound planning and interventions. The assessment process also aids in the analysis of organizational health and identify areas of strengths and weaknesses (values). Practitioners know evidence-based assessment strategies (i.e., motivational interviewing, differential diagnosis, organizational analysis, etc.) used in investigation and ongoing services that are applied to the child and family direct service or organizational life (knowledge). Practitioners analyze and synthesize assessment data to inform the selection of the best intervention strategies for individuals, families, groups and organizations (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- a. Conduct biopsychosocial-spiritual assessments in collaboration with clients
- b. Develop comprehensive intervention plans to include child-focused and client-driven goals, objectives, and tasks
- c. Apply evidence-based practice such as family group conferencing and family teaming to promote client outcomes
- d. Collaborate with other system partners to create comprehensive individual and family assessments
- e. Educate others in effective child and family assessment and planning techniques and maintain organizational efforts in continuous quality improvement strategies

Competency 8: Intervene with Organizations and Communities

Advanced child and family practitioners apply a host of intervention strategies within direct practice which impact organizational outcomes and community well-being, often leading the

discussion that affect macro practice (skills). Practitioners understand the benefit of effective organizational and community engagement in addressing the complexities of child abuse/neglect issues. Practitioners collaborate with other service providers to identify strategies that enhance understanding of the child and family caring system (knowledge). Practitioners value volunteer service on community and organizational boards, representing and advocating for the needs of the child and family caring system by developing collaborative networks (values). Through engaging in critical conversations at the macro level with leaders, practitioners critically self-reflect in their role in the achievement of positive child and family outcomes relating to safety, permanency, and well-being (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- a. Engage in inter-professional collaboration to evaluate service delivery to promote effective practice outcomes
- b. Analyze data from child and family caring organizations and community assessments and make recommendations for improved service delivery
- c. Advocate for a trauma-informed intervention approach to service delivery in the field of child and family practice
- d. Create change effort strategies to support the improvement of child and family caring organization and community outcomes
- e. Model the use of leadership skills to advocate on behalf of diverse clients and constituencies in child and family practice

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

Advanced child and family practitioners value evaluation as part of the planned change process, committing to the development of strong evaluative processes (values). Practitioners are familiar with multiple strategies and steps to evaluate practice at the micro, mezzo, and macro level, and conduct both formative and summative evaluations to assist in gathering data (knowledge). Practitioners select and use a variety of tools to engage in evaluation of practice at the micro, mezzo, and macro levels within child and family practice (skills). Practitioners can critically analyze client outcomes (micro, mezzo, and macro), withholding personal judgments, and produce bias-free evaluative reports (cognitive and affective processes).

Practitioners in advanced child and family practice social work:

- a. Propose sound evaluation strategies that gather relevant data within the child and family caring system to improve practice outcomes
- b. Conduct formative and summative evaluations to inform practice and improve existing services
- c. Evaluate program procedures at the micro, mezzo, and macro practice levels
- d. Construct change effort projects to analyze and evaluate child and family system practices
- e. Develop effective evidence-based tools to evaluate child and family system outcomes from the strengths-based and growth perspectives

Competency #10: Synthesize Social Work Values and One’s Biblical Worldview When Working with Individuals, Families, Groups, Organizations, and Communities.

Advanced child and family practitioners value the spiritual dimension that can be accessed throughout interactions across the child and family caring system (values). Practitioners acknowledge their own worldview biases and recognize the importance of reflective practice as they critically consider how a biblical worldview is in harmony with the core values of social work practice and to the degree that child and family constituents also operate out of a spiritual context (cognitive and affective processes). Practitioners are aware of the ethical considerations relating to use of self and accessing the spiritual dimension when interacting with client systems (knowledge). Practitioners can effectively document spiritual dimensions of the human condition through engagement, assessment, intervention, and evaluation at all three levels of practice (micro, mezzo, and macro).

Practitioners in advanced child and family practice social work:

- a. Articulate the integration of a biblical worldview and social work core values
- b. Recognize the value of the spiritual dimension throughout engagement, assessment, intervention and evaluation across all levels of child and family practice
- c. Apply a biblical worldview perspective during interactions in simulated and/or case study scenarios through child and family coursework
- d. Demonstrate the application of a biblical worldview affirming the core values of social work within the child and family caring system
- e. Educate others about the use of a biblical worldview within the child and family caring system through accessing the spiritual dimension

Students completing Field Education coursework 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.

Collaborative Team for Field Education

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

Student:

- The individual consumer of field education.

Field Director, an employee of the MSW Program:

- Provides oversight of the field instruction for the student
- Maintains and updates the Field Education Manual
- Assists in the development of policies related to the Program
- Assists with the orientation and training of Field Instructors
- Provides guidance to the Program’s accreditation efforts
- Initiates relationships with agencies in the community to develop field relationships

- Guides students in Field, preparing for graduation and future employment and/or education
- Compiles the student assessment data from the Field Instructor Evaluation and reports this to the Program Director

Field Liaison, an employee of the MSW 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 field visits (virtually or in-person) to the various placement settings two times during the student's internship
- Assists in ongoing Program accreditation efforts
- Ensures the student develops a Learning Plan with the Field Instructor
- Assesses student performance in the coursework
- 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

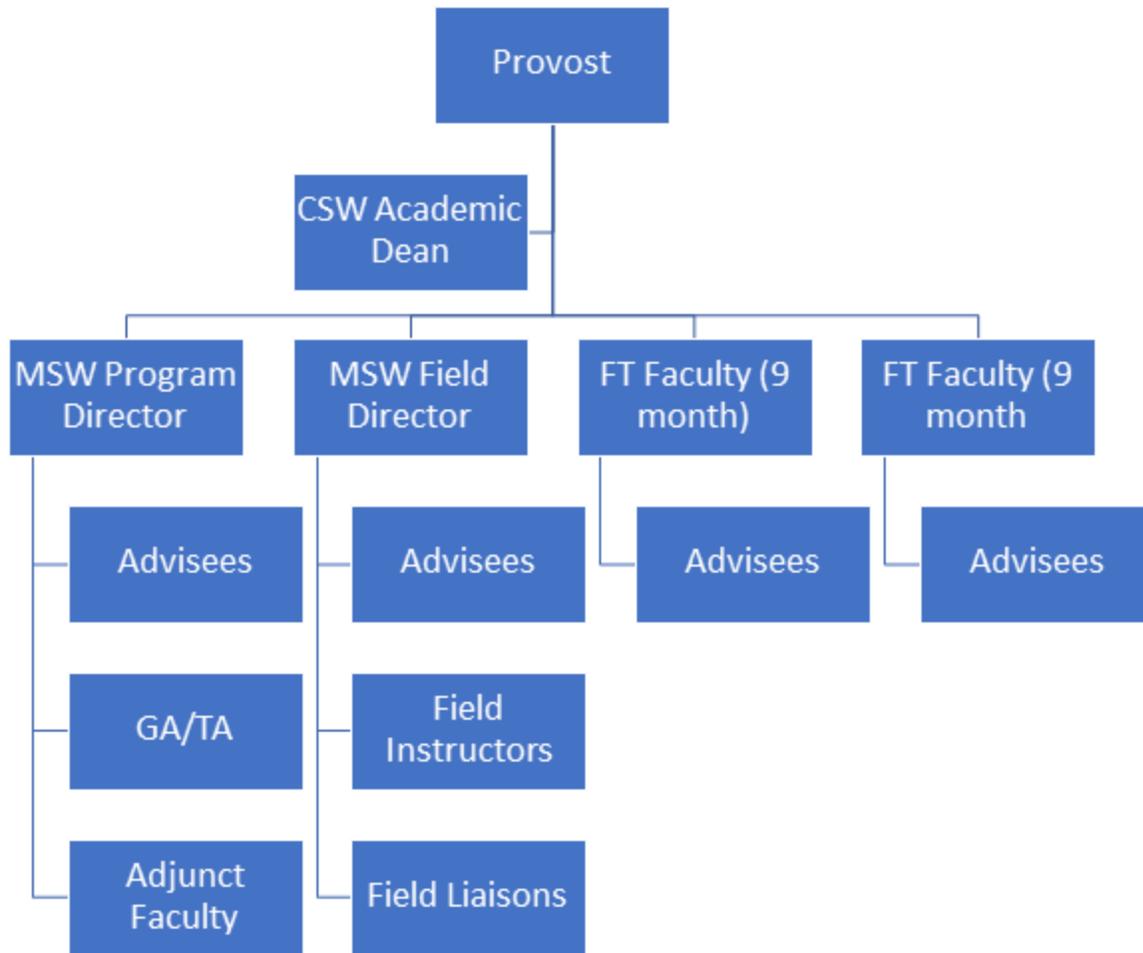
Field Instructor, an employee of the Field Setting or provided by the MSW Program for those students in settings where there is no BSW or MSW staff person:

- Attends the Field Instructor Orientation and Training
- Provides ongoing supervision to the student intern
- Assists the 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

Program Director, an employee of the MSW Program:

- Directs the Social Work Program
- Supports the Field Director in the development and update of the Field Education Manual, ensuring CSWE guidelines
- Completes the Social Work Program Assessment of Student Learning Outcomes

The following serves as the general administrative structure of the MSW Program from Provost to Student level.



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 the ethical responsibility to the profession.

NASW Code of Ethics section 5.01 states:

(a) Social workers should work toward the maintenance and promotion of ambitious 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, the student receives expert attention but also future clients who will be served by the interns benefit from this training. Field Instructors will be acting on the profession's core value of service, and positively affecting the lives of others.

Credentials for Field Instructors and Requirements for Field Settings

Required Field Instructor Credentials:

Field work is an essential component and a signature pedagogy of social work. It is crucial that students receive quality field instruction. The MSW Program requires all Field Instructors to have a CSWE-accredited MSW degree as well as 2 years' post-MSW degree practice experience. Individuals without a minimum of 2 years of practice experience are not eligible to be Field Instructors. The MSW Program requires all potential Field Instructors to provide a copy of their educational diploma, resume and credentials. Field Instructors are requested to complete a Field Instructor profile upon agreeing to host an MSW student intern. A Field Instructor who has an accredited social work degree and experience is equipped to guide students from a social work perspective and assist the students in meeting their Field Internship requirements and address student competencies. Field Instructors and Task Supervisors, or other interested agency personnel, who are unfamiliar with the 2015 EPAS of CSWE will receive training from the Field Director. Field Instructors receive orientation and training, and a Field Education Manual. In addition, Field Instructors meet with the Field Liaison during site visits and receive independent consultation provided by the MSW Program. The Field Director will maintain a copy of the Field Instructor's credentials.

Process for Reinforcing the Social Work Perspective with Students Placed in a Field Setting without a Credentialed Field Instructor:

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 is then referred to as the Task Supervisor. The LBC | Capital MSW Program will assist the students in locating a Field Instructor who meets the criteria to provide the weekly supervision to reinforce a social work

perspective. In those settings where there is no MSW staff person who would be able to supervise the MSW student, the LBC | Capital MSW Program will provide a faculty MSW Field Instructor who will meet with the MSW student for their supervision OR the student learner can locate an MSW practitioner on their own to meet on a weekly basis to ensure a social work perspective is applied by the learner in the field setting. Should the latter be the case, the credentials of the student's identified Field Instructor will be validated prior to assuming the supervision role. The Field Director, or their designee, will obtain the credentialed documentation. This supervision will ensure the student is receiving a social work focused field internship. Additionally, students are in either the Foundation Field Seminar or Specialized Seminar course taught by an MSW faculty member who will support the social work perspective but this in no means replaces the supervision that the student receives in direct relation to their tasks on their Learning Plan.

Description of Reinforcement Process with Students: It is crucial that all students in field placements experience a robust and educationally rewarding field internship, therefore the social work perspective must be reinforced throughout the student's learning environment. MSW students at the specialization focus must be able to practice at all levels (micro, mezzo, and macro). The MSW Program cannot assume that if there is a credentialed Field Instructor within an organization that the student will have the social work perspective practiced, nor can it be assumed that if there is not a credentialed Field Instructor that the social work perspective is not practiced. Therefore, various touchpoints exist to ensure the social work perspective is reinforced.

All students will complete regular journals that outline the learning opportunities completed by the student as well as the demonstration of behaviors that are documented to achieve competency. These journals are reviewed by the Field Liaison and course instructors for the Foundation Internship and Specialization Internship courses. When concerns arise in the journals or when students communicate their struggle to advance on their Learning Plan, field faculty address them and ensure a social work perspective is continuously being applied. In no case would the Field Liaison or Field Director provide social work reinforcement to a Task Supervisor on an indirect basis, but all reinforcement will occur with the student directly.

If for some reason a Field Instructor would vacate their position, or no longer be able to perform the agreed upon duties of supervising a student, supervision will be arranged for the student by the Field Education personnel. Ideally, if another MSW credentialed staff person at the organization can assume supervision for the semester the Field Liaison or Field Director will obtain this person's credentials and sanction supervision. Alternatively, arrangements could come in the form of the Program initiated MSW supervisor or secured by the student independent of the Program. In the case where the student locates the supervisor, the credentials of this person must be received prior to assuming the role as the formal supervisor.

Supervision Requirements

The purpose of the MSW Field Experience is for students to apply social work knowledge, values and skills in an agency setting under the guidance of a MSW Field Instructor. Field Instructors provide supervision to interns. Requirements are as follows:

- Students must receive weekly supervision from an MSW Field supervisor who graduated from a CSWE-accredited school of social work education and has two years post-graduate experience. Supervision can be a combination of individual or group experience.
- Interns must receive a minimum of 16 hours of formal supervision during their internship each semester.
- Field Instructors will attend the Field Instructor orientation with the MSW Field Director. This will be a training session hosted by LBC |Capital and will be available through an online platform.
- Field Instructors will assist interns in the development of a Learning Plan, and make modifications to the plan, as needed. The primary responsibility of the development of the Learning Plan lies with the student and the Field Liaison.
- Field Instructors will meet with the MSW Field Liaison each semester to review student progress.
- Field Instructors must be willing to complete mid-term and final evaluations and review the Student Learning Plan to assess competencies and behaviors of the intern while in the field setting.
- The Field Instructor will be in communication with the MSW Field Director and Field Liaison as needed.

Legal Concerns

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

Clearances

Students are required to complete all criminal and child abuse clearances required by their field site to enter Field Internship. Additionally, students must complete all paperwork requested by the Agency prior to the start of their Field Internship (i.e., additional clearances, medical examinations, drug testing, etc.). Students understand that they must comply with agency policies.

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 MSW Program with proof of coverage.

Transportation of Clients, Use of Vehicles

In some field settings, students are required to transport clients. Some field settings may require the students to obtain additional auto insurance for liability purposes. The Field Setting will communicate with the student if increased auto rates are needed for the internship, and/or confirm with the student if they are covered under agency policy.

Course Descriptions

The following represents the field coursework for students within the MSW Program. The Foundation Internship and Specialization Field Internship course descriptions are as follows:

SWK 550/550F, SWK 551/551F: Foundation Seminar and Internship A and B (400 hours total)

Course Description – This field experience is designed to give students opportunities in a social work setting. This course utilizes the knowledge, methods and skills learned in previous courses and applies them through coursework, assignments, discussion, presentations, and field service. This is a 3-credit course that runs in conjunction with the student’s field education within an organizational setting. Students will attend this class and participate in their field internship (200 hours). (3 credits)

SLOs – *As a result of this course the student will do the following:*

- a. Demonstrate ethical and professional behavior.
- b. Engage diversity and difference in practice.
- c. Advance human rights and social, economic, and environmental justice.
- d. Engage in practice-informed research and research-informed practice.
- e. Engage in policy practice.
- f. Engage with individuals, families, groups, organizations, and communities.
- g. Assess individuals, families, groups, organizations, and communities.
- h. Intervene with individuals, families, groups, organizations, and communities.
- i. Evaluate practice with individuals, families, groups, organizations, and communities.
- j. Integrate a biblical worldview in a supervised practice setting.

SWK 660/660F, SWK 661/661F: Specialization Seminar and Internship A and B (500 hours total)

Course Description – This advanced field experience course is designed to provide students an opportunity to practice the knowledge, methods and skills learned in previous courses and apply them to supervised service activities with clients from the individual level to a community level.

This is a 3-credit course that runs in conjunction with the student’s field education. Students will attend this class and participate in their internship (250 hours). (3 credits)

SLOs – *As a result of this course the student will do the following:*

- a. Demonstrate ethical and professional behavior.
- b. Engage diversity and difference in practice.
- c. Advance human rights and social, economic, and environmental justice.
- d. Engage in practice-informed research and research-informed practice.
- e. Engage in policy practice.
- f. Engage with individuals, families, groups, organizations, and communities.
- g. Assess individuals, families, groups, organizations, and communities.
- h. Intervene with individuals, families, groups, organizations, and communities.
- i. Evaluate practice with individuals, families, groups, organizations, and communities.
- j. Integrate a biblical worldview in a supervised practice setting.

Students receive a 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 ten areas

of competence established by the Program. The students receive a Pass/Fail/Incomplete grade for the successful completion of their internship hours.

Students enter field internships at two distinct periods during their MSW studies: during their generalist studies as a regular admission student and their specialization studies as an advanced standing admission student. For the regular standing admitted students, their first field internship experience occurs upon completion of the following coursework or concurrent to the following courses.

SWK 500: Foundations of Social Work
SWK 510: Human Diversity and Social Justice
SWK 515: SWK Theories and Life Stage Development
SWK 520: Foundations of Social Welfare Policy

For the advanced standing admitted students, their first field internship experience occurs for the various specialization upon completion of the following coursework or concurrent to their coursework:

Clinical Social Work specialization (full-time):

SWK 610: Cross-Cultural Counseling
SWK 620: Advanced Policy: Social, Economic and Environmental Justice
SWK 625: Clinical Practice: Individuals and Families
SWK 626: Clinical Practice: Groups

Clinical Social Work specialization (part-time):

SWK 610: Cross-Cultural Counseling
SWK 620: Advanced Policy: Social, Economic and Environmental Justice
6 elective credits

Advanced Child and Family Practice specialization (full-time):

SWK 611: Diversity in Child and Family Settings
SWK 613: Advanced Child and Family Policy
SWK 628: Advanced Child and Family Practice: Individuals and Families
SWK 629: Advanced Child and Family Practice: Systems and Groups

Advanced Child and Family Practice specialization (part-time):

SWK 611: Diversity in Child and Family Settings
SWK 613: Advanced Child and Family Policy
6 elective credits

*Students may have some adjustments to this schedule due to transfer of courses.

Connecting Theory to Practice in Field Education

Students are expected to integrate the knowledge and values of social work through skill-based practice in their respective field placements. Students are challenged to address cognitive and affective processes in classroom and practice settings. The field experience is designed to offer students opportunities to practice generalist and specialized skills in a social service setting. The field internship course encourages the student to engage with knowledge, values, skills, and cognitive and affective responses to learned content in earlier courses, applying them through coursework activities, assignments, discussions, role-play, presentations, and field service. The generalist curriculum has two field internships at 200 hours each, and the specialized curriculum has two field internships at 250 hours each for a total of no less than 900 hours.

The Foundation Field Seminar and Internship courses are designed to apply learning from the generalist curriculum.

Foundation Field Seminar and Internship A and B course content include:

- An intensive overview of the competencies and behaviors of social work.
- Development of the Learning Plan. Students set measurable goals in their Learning Plan to practice each competency behavior defined by the program. The goal of practicing the behaviors is to reach competence in the nine key areas chosen by CSWE. As previously noted, the LBC | Capital MSW Program has added a 10th competency goal which students practice in the coursework.
- Course-guided discussion of internship experiences. Students are asked to consider theoretical and conceptual contributions of the classroom previously learned in the curriculum that apply to their current situation. Students will provide journaling, reflective exercises, and process recordings throughout the Foundation Field Seminar and Internship courses.
- Application of the values and ethical guidelines of the social work profession pertains to their clients, internship colleagues, and the community in which they practice.
- Application of aspects of diversity that students interact with in their field settings. Students must apply self-awareness and self-regulation of their biases and create a plan to address and overcome biased thinking toward diverse clients with whom they interact in their field setting.
- Application of human rights and justice issues that affect the clientele in internship settings. Students must identify how their agency advances social, economic, or environmental justice and develop a plan to engage in these activities. Students later report on their experience of advancing justice, processing the cognitive and affective reactions to the experience.
- Application of research-informed practice and practice-informed research. Students must find and read research (from peer-reviewed scientific journals) on subjects relevant to

their client population. Students summarize how the research affects their work and share this information with their classmates through coursework.

- Application of Policy Practice. Students must identify local, state, and federal social policies that affect the clients' well-being, service delivery, and access to social services in their internship. Various policy analysis methods are used when students analyze the identified policy.
- Application of theoretical perspectives that undergird social work practice. Students interact with critical theories such as the person-in-environment perspective, strengths-perspective, systems theory, and other commonly used social work theories which support the knowledge of human behavior and the social environment.
- Application of the skills of engagement. Students bring their engagement opportunities to the coursework and help to refine one another's practice.
- Application of the skills of assessment. Students use the biopsychosocial-spiritual assessment framework to conduct assessments and plan with clients and within client systems.
- Application of the skills of intervention. Students use opportunities to implement treatment plans to engage with client populations.
- Application of the skills of evaluation. Students participate in organizational and community evaluation and examine the effectiveness of various evaluation methods. Students use research methods to perform a sound evaluation of programs and services.
- Synthesis of social work values and biblical worldview. Students continuously assess the use of the spiritual dimension in practice and examine the ethical considerations when intervening on behalf of a client. Values of service, social justice, dignity and worth of all individuals, and the importance of human relationships, integrity, and competence are explored from the social work and biblical lens. Students focus on specific cases and how they were able to show these values in their interactions with clients.

Students involved in the Foundation Internship A and B courses participate in activities as part of their internship that support generalist practice. They are exposed to opportunities to interact with individuals, families, groups, organizations, and communities. Students are required to examine the Planned Change Process from the point of engagement through evaluation. An agency employee will supervise students during the internship and act as the Field Instructor. Agencies will arrange for and provide field instruction. The individual providing field instruction must have graduated from a CSWE-accredited MSW program and have two years of experience in the field of social work post-MSW. If no MSW is available, a Task Supervisor the agency employs will be assigned to oversee and guide the student in their daily tasks. Formal social work supervision (for students who have a Task Supervisor) will be arranged by the Program and meet the requirements of CSWE. At the end of the internship, the Field Instructor will be asked to complete an evaluation of student performance. Students who have a Task Supervisor will

have an additional evaluation completed by their assigned Task Supervisor to evaluate their on-site performance. Evaluations will remain in the student's file.

The Field Director diligently collaborates with diverse community providers for field education opportunities. Social Work students connect classroom knowledge with real-life experiences serving individuals, families, groups, organizations, and communities. Additionally, the social work faculty diligently align classroom assignments with field experiences.

Specialization Seminar and Internship A and B course content include concepts unique to each specialization:

- Intensive application of the competencies and behaviors of social work.
- Development of an exhaustive Learning Plan. Students set measurable goals in their Learning Plan to practice each competency behavior defined by the program. The goal of showing advanced competence in the nine key areas chosen by CSWE is measured. As previously noted, the LBC MSW Program has added a 10th competency goal which students practice in the coursework.
- Weekly course-guided discussion of internship experiences. Students are asked to synthesize theoretical and conceptual contributions of the classroom previously learned in the curriculum that apply to their current situation. Students will supply journaling, reflective exercises, and process recordings throughout the Specialization Seminar and Internship courses.
- Synthesis of the values and ethical guidelines of the profession of social work pertains to their clients, internship colleagues, and the community in which they practice.
- Synthesis of diversity factors that students interact with in their field settings. Students must self-reflect and self-regulate their biases and implement a plan to address and overcome biased behavior toward diverse clients they interact with in their field settings.
- Synthesis of human rights and justice issues that affect the clientele in internship settings. Students must address how their agency advances social, economic, or environmental justice and engage in advocacy in these activities. Students later report on their experience of advancing justice, processing the cognitive and affective reactions to the experience.
- Synthesis and production of research that informs practice. Students must conduct research to improve social service outcomes. Through coursework, students summarize how the research affects their work and share this information with their classmates and constituents.
- Synthesis of Policy Practice. Students must advocate for enhancements to social policy at the local, state, and federal level that affects the clients' well-being, service delivery, and access to social services in their internship. Various policy analysis methods are used when students address the identified policy.

- Demonstration of the skills of competent engagement, serving as a resource for other emerging social workers. Students bring their engagement opportunities to the coursework and help to refine one another's practice.
- Demonstration of the skills of assessment, teaching others various assessment strategies to reach identified populations. Students use the biopsychosocial-spiritual assessment framework to conduct assessments and plan with clients and within client systems.
- Competent demonstration of the skills of various evidence-based intervention strategies, connecting the interventions to theoretical frameworks. Students use opportunities to implement treatment plans to engage with client populations.
- Synthesis of the skills of evaluation. Students participate in research and program evaluation, examining the effectiveness of evaluation methods. Students comprehensively evaluate programs and services using research methods, reporting to institutional and community leaders.
- Synthesis of social work values and biblical worldview. Students continuously assess the use of the spiritual dimension in practice and examine the ethical considerations when intervening on behalf of a client. Values of service, social justice, dignity and worth of all individuals, and the importance of human relationships, integrity, and competence are explored from both social work and biblical lens. Students focus on specific cases and how they were able to show these values in their interactions with clients.

Documentation for Field Education

As part of the Field Experience, students work collaboratively with the Program to obtain/review the following documentation prior to the start of their Field Education. Field Instructors will have access to all these documents as well. The forms can be found in the Appendices section of this manual.

Application for Placement in a Field Setting

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 which optimize their skills.

Affiliation Agreement

Agencies that are interested in interviewing an MSW 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 MSW Program for an internship to proceed.

Place of Employment Application

Students may be interested in pursuing a work-based internship. To facilitate this arrangement students must identify this request on the initial field application form, discuss the plan with the Field Director and complete the Place of Employment application. The Field Director will review the forms and assess the appropriateness of the proposed internship.

Field Instructor Information Form

To be completed by the proposed field instructor to verify field instructor qualifications; a minimum of an MSW from an accredited university and post-graduate experience of at least two years. This form will be reviewed at the Field Instructor orientation and training.

Task Supervisor Information Form

To be completed by the proposed task supervisor, identifying the task supervisor's education and specialization in the field. This form will be reviewed at the Field Instructor orientation and training.

Safety Agreement Form

This form delineates the agreement between the student, field instructor, and program regarding the field sites' ongoing training and orientation on safety requirements and acknowledges the student's and social work program's role in reporting and maintaining these safety standards in field education.

Contract Agreement between Student-Field Setting-School

Within the first week of beginning their internships, students will meet with their Field Instructor to review the Contract Agreement between student, agency and MSW 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.

Extend Placement with Site and Supervisor

Students who are requesting an extension of their field hours between semesters must submit this form with signatures for prior approval to the field liaison. Extension of hours is permitted only when reviewed by the field liaison and field director.

Learning Plan

The student, Field Instructor and Field Liaison develop and approve the student's Learning Plan that outlines specific activities to be completed during the Field Instruction. The student will develop the Learning Plan within the first two weeks of the student's internship. Students will work in collaboration with their Field Instructor as well as the Field Liaison to complete the initial plan as well as any revisions. The Learning Plan will be formally reviewed at the end of each semester. The Field Liaison will have regular contact with the student and the Field Instructor to ensure the Learning Plan meets the student's learning needs. Field Instructors will be provided with the Learning Plan at the onset of the internship when it is finalized. They will also have the Learning Plan and other documentation available through the Program website.

Generalist Practice Learning Plan

Specialized Practice: Clinical Social Work Learning Plan

Specialized Practice: Advanced Child and Family Practice Learning Plan

Student Field Journal

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

MSW Field Setting Evaluation

At the end of their field internship students will evaluate their field placement and provide feedback to the MSW program regarding the field site learning environment, field supervision and overall field experience.

The above-mentioned forms will be available to students and Field Instructors on the Program website and provided electronically for completion through the Tevera platform.

Policies

The following policies apply to students, Field Settings, and guide the functioning of the MSW Program's Field Education.

Criteria for the Admission to Field

Students enter field internships at two distinct periods during their MSW studies: during their generalist studies as a regular admission student and their specialization studies as an advanced standing admission student. For the regular standing admitted students, their first field internship experience occurs upon completion of the following coursework or concurrent to the following courses.

SWK 500: Foundations of Social Work
SWK 510: Human Diversity and Social Justice
SWK 515: SWK Theories and Life Stage Development
SWK 520: Foundations of Social Welfare Policy

For the advanced standing admitted students, their first field internship experience occurs for the various specialization upon completion of the following coursework or concurrent to their coursework:

- Clinical Social Work specialization (full-time):
 - SWK 610: Cross-Cultural Counseling
 - SWK 620: Advanced Policy: Social, Economic and Environmental Justice
 - SWK 625: Clinical Practice: Individuals and Families
 - SWK 626: Clinical Practice: Groups

- Clinical Social Work specialization (part-time):
 - SWK 610: Cross-Cultural Counseling
 - SWK 620: Advanced Policy: Social, Economic and Environmental Justice
 - 6 elective credits

- Advanced Child and Family Practice specialization (full-time):
 - SWK 611: Diversity in Child and Family Settings
 - SWK 613: Advanced Child and Family Policy
 - SWK 628: Advanced Child and Family Practice: Individuals and Families
 - SWK 629: Advanced Child and Family Practice: Systems and Groups

- Advanced Child and Family Practice specialization (part-time):
 - SWK 611: Diversity in Child and Family Settings
 - SWK 613: Advanced Child and Family Policy
 - 6 elective credits

Students must maintain professional conduct and achieve at least a 3.0 GPA (out of 4.0) in these preliminary courses. Once this standard is met, the students secure a meeting with Field staff to discuss field opportunities and complete preliminary paperwork for application toward site selection and matching.

Students admitted into the advanced standing/specialization program will declare their specialization at the time of application. Therefore, they will be automatically entered into eligibility for field internship and must continue to maintain a 3.0 or greater GPA. However, they too must meet with Field staff upon application to field to secure a site placement.

Students admitted into the regular standing/generalist program must have achieved a 3.0 GPA or greater to take part in an interview with the Field staff during the semester prior to the planned start of their field internship. Students must have a positive recommendation from their academic advisor to apply for field internships. If students meet these preliminary requirements, they are invited to apply and are notified of the process to complete the Application for Field Internship.

The MSW faculty monitor students during their coursework to ensure Goodness of Fit standards are met to start Field Education. Students review and sign the Goodness of Fit policy upon admission to the Program and this is reviewed with all students prior to their launch into field education.

Goodness of Fit Policy

This policy reflects the collaboration between the Social Work faculty and student representatives from Phi Alpha.

Purpose:

The purpose of this policy is to provide guidance to all students who experience significant interpersonal difficulties while studying at LBC which may prevent them from demonstrating competence needed to complete their MSW degree in the Social Work Program.

Rationale:

The LBC Social Work Program evaluates student performance in line with the NASW Code of Ethics. “Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.” (NASW Code of Ethics, 3.02b—Ethical Responsibilities in Practice Settings)

Occasionally, a student may present with interpersonal characteristics that may prevent them from providing ethical service to clients through their Practicum or Internship. The Code of Ethics outlines the following ethical responsibilities to colleagues:

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should act through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should act through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

Process:

- Students will be asked to review the Goodness of Fit Policy and acknowledge that they have received the policy as part of the Student Handbook and agree to adhere to the following stated expectations listed in the policy.
- Social Work faculty observes each student in the classroom setting throughout their coursework. During the observation, faculty will document any concerning behaviors in the student's electronic file. Conditions that would warrant concern on the part of the faculty may include, but not be limited to, the following observable behaviors.
 - Chronic tardiness to class
 - Racially offensive words or behaviors
 - Lack of participation in class discussions
 - Failure to complete assignments in a timely fashion
 - Chronic excuses for missed work or academic performance.
 - Excessive classroom disruptions
 - Inappropriate communication with faculty or others either in the classroom or outside, also including e-mail or social media communication.
 - Failure to comply with faculty directives to correct behaviors.
 - Dishonesty
 - Other concerning interpersonal challenges which interfere with learning in the following areas:
 - Communication skills
 - Cognitive skills
 - Appreciation of Diversity
 - Coping skills
 - Professional commitment
 - Professional conduct
 - Self-awareness
 - Ethical obligations
- Social Work advisors will communicate the concerns to the students during or before advising.

- Social Work faculty and advisors provide students with opportunities to address their behaviors and seek professional help. Students may sign a release of information for the faculty advisor to communicate with the outside providers.
- If the student is not satisfied with the resolution with the MSW Program faculty, the MSW Program Director will then refer the student to the Academic Dean of the CSW Department. If a resolution cannot be achieved at this level, then the student is referred to the provost.
- Attempts are made to remediate the student concerns and restore the student to a “fit” standing according to the Program policy.
- If the remediation plan is not completed (as determined by all parties involved), the student will be dismissed from the program for an unsatisfactory demonstration of interpersonal competence.

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 MSW 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 900 hours over the course of their studies. Students need to commit to completing their field internship education as prescribed in their respective curriculum sheets unless extenuating circumstances exist. In addition, students must take the Field Internship courses in order (SWK 550, SWK 551, SWK 660, SWK 661).

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 documentation, etc. These potential issues are communicated at the start of the internship prior to the finalization of the learning contract between the student and the host organization.

Required Hours of Field Internship

Students complete internship hours once preliminary courses are completed. The MSW Program has established that the student will achieve, at a minimum, 400 hours of generalist field experience and an additional 500 hours of specialized field experience. It is intended for the student to obtain 200 hours in the Foundation Internship A semester and 200 hours in the Foundation Internship B semester. This amounts to 14-15 hours per week for the 16-week semester. These requirements are clearly defined in the Foundation Internship syllabi and in the contract between the student, Field Instructor and Field Director.

Students admitted in Advanced Standing must provide documentation that they completed a minimum of 400 hours in an CSWE-accredited BSW program. This is outlined in the student application for admission whereby they receive a recommendation from a BSW Program Director. Students in the specialized curriculum obtain a minimum of 500 hours of specialized field experience. This amounts to 17-18 hours per week for the 16-week semester. They complete 250 hours in the Advanced Internship I course and their final 250 hours in the Advanced Internship II course.

Selection of Field Setting

Policies: The policy of the MSW Program is to only select field agencies that adhere to NASW's core values and affirm the social work practice paradigm. The Field Director of the MSW Program has over 25 years of practice experience in the local community, has an array of networked providers willing to become host settings for student interns, and is continuously conducting environmental scans for new placement opportunities for students. The agencies that have provided internships for LBC students in the past consistently offer generalist practice opportunities. Organizations that are not in the local community will be vetted through added conversations. Students cannot secure their internship without collaboration with Field staff, who must approve all field settings to ensure a social work perspective.

Procedures: The selection and approval of field sites is an iterative process whereby contacts are made within the community, or the student's community of origin, by the student and field staff to ultimately secure an affiliation agreement.

The first step in the process of securing field sites begins prior to the start of the internship, when the student completes the Application for Placement in a Field Setting. The application is completed and returned to the Field Director along with a completed resume. MSW students assist in locating their own field settings with the MSW Field staff by collaboratively. Students are informed about the policies, criteria, and procedures for the selection of field settings through conversations with their advisor and the Field Director. Students are required to provide two or three potential field setting options when applying for Field. Once applications are completed, the Field Director reviews the agency to determine if it is a legitimate agency that can provide competency-based learning experiences and confirm that the agency can meet the requirements of the student's area of interest and specialization. The student and Field Director discuss viable field internship opportunities and settle on the process to make contact, secure an interview, and follow-up efforts for the next steps.

Next, with a plan to review and interview placements that optimize the student's interest, skills, and accreditation standards, the student completes the pre-application and site placement process within Tevera, the online field preparation program. In 2022, the Program launched the use of Tevera as the main repository for the field documentation. This platform allows field staff to engage with students, including external field instructors and task supervisors. Additionally, all field documentation and student portfolio information is housed here. Students have access to existing affiliation agreements through Tevera and are empowered to be part of this collaborative discussion.

Once organizations have demonstrated the ability to partner with the Program to provide a competency-based learning environment for the student, the site placement process begins. Upon the determination that the requirements are met, the field director will approve the site for student placement and an affiliation agreement is completed. Additionally, as an online program, the field staff have an additional task to ensure that all field settings are compliant with accreditation standards regardless of geography (domestic or international).

From time to time, the Program may have affiliation agreements with potential organizations where no students are actively placed. Such relationships may occur due to previous student placements, reach out from the community organization to the Program, or faculty networking. These programs are initially screened by the Field staff for their ability to provide competency-based learning environments. Such field sites expand the program's repository of learning environments.

Prior to the start of the internship, students complete an Application for Placement in a Field Setting. The application is completed and returned to the Field Director along with a completed resume. The student and Field Director discuss field internship opportunities and settle on the process to make contact, secure an interview, and follow-up efforts for the next steps. Every effort will be made to match students in placements of interest that optimize their skills.

MSW students assist in locating their own field settings with the MSW Field staff collaborating with them to ensure a smooth process in selection. Students are informed about the policies, criteria, and procedures for the selection of field settings through conversations with their advisor and the Field Director. As an online program, the Field staff ensure all field settings are selected in compliance with the accreditation standards, regardless of geography (domestic and international), verifying that all such placements offer competency-based field experiences.

Students complete the pre-application and site placement process within Tevera, the online field preparation program. Students have access to existing affiliation agreements through Tevera and are empowered to be part of this collaborative discussion. Organizations that the program has affiliated with have demonstrated an ability to partner with the Program to provide a competency-based learning environment for the student. To begin the site placement process, students are required to provide two or three potential field setting options when applying for Field. Once applications are completed, the Field Director reviews the agency to determine if it is a legitimate agency that can provide competency-based learning experiences and confirm that the agency can meet the requirements of the student's area of interest and specialization. Once requirements are met, the field director will approve the site for student placement.

The selection of field sites continues to be an iterative process whereby contacts are made within the community, or the student's community of origin, and contacts are made by the Field staff or faculty to secure an affiliation agreement. The Program may not have active students placed in an organization; however, this process expands the Program's repository of competency-based learning environments, completing the initial screening of the organization's legitimacy.

Criteria: Field settings and Field Instructors must be willing to supervise the student and have the staff with the requisite MSW degree from a CSWE-accredited school of social work. The Field Director will request verification of the Field Instructor's educational credentials with a minimum of 2 years of practice experience, post-MSW. Should the agency not have an MSW-degreed field instructor, the Program must ensure resources exist for student supervision and a successful field internship provided by an approved Field Instructor vetted by the Program. The organization must be willing to commit to the agreed-upon hour commitment for the student (400/500/900). Students can complete field internship hours at various settings; however, this would be explicitly communicated at the time of securing the field setting.

Agencies interested in interviewing an LBC | Capital student are 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 MSW Program for an internship to proceed

Monitoring Students

Policies: Students in field education are monitored by Field faculty to ensure their experience is maximized as one of primary learning and to ensure the competencies are being accomplished as outlined in the Learning Plan.

Procedures: At the beginning of every field internship experience, students either create a new Learning Plan or update a previous one. The Learning Plan is reviewed by the Field Liaison assigned to provide oversight of the student's experience. The following areas are monitored by the Field Liaison and/or other designated field faculty through communication with the Field Instructor and/or Task Supervisor:

- The field settings must provide an environment that allows students to demonstrate ethical and professional behaviors. The setting should provide openness for discussion with colleagues and supervisors where they process ethical principles and develop their critical thinking.
- The field settings must allow students to engage in diversity and difference in practice, interact with others in their natural environments, and value diverse persons and situations. Students need opportunities to examine cultural factors and incorporate diversity into their developing practice.
- The field settings should provide opportunities for the student intern to advance human rights and social, economic, and environmental justice and examine the impact on human functioning.
- The field settings should allow the student to participate in research to strengthen their practice but also to evaluate the practice context in which the host setting exists.
- The field settings must allow students to engage in policy practice by identifying policies impacting the work being carried out in the agency. Students should have the opportunity to analyze, formulate, and advocate for just policies in the agency setting and society.
- The field settings must allow the students to engage in activities that work with individuals, families, groups, organizations, and communities in various contexts. Students must be given the opportunity to follow the Planned Change Process within the context of working with individuals, families, groups, organizations and/or communities. (Planned Change Process: Engage, Assess, Plan, Implement, Evaluate, Terminate, Follow-Up)

- The field experiences should be developed so that the student balances observation and application with client systems. The student is a learner afforded the opportunity to be oriented to the field setting and gradually move toward independence.
- The field settings need to recognize that the graduate intern is not an employee but a student learner requiring mentorship and guidance so they can practice with competence. This standard is communicated to the Field Instructor prior to placement.
- The Field Instructors need to commit to attending an orientation for Field Instructors and reviewing the criteria for a successful field experience.

Criteria: Students provide written journal reports to the Field Liaison or their designee as evidence of learning outlined in the Learning Plan. This learning is embedded in the field internship course and monitored by the course instructor. If the Field Liaison and the field internship course instructor differ, regular contact is provided between all those responsible for ensuring the Learning Plan (see below) is progressing as planned.

Supporting Student Safety

Policies: Student safety is of the utmost importance to LBC | Capital and the LBC | Capital MSW Program. The MSW Program continuously assesses and supports safety for students while on campus and during other academic or educational contacts. The institution engages students in conversations about safety within their field experiences.

Procedures: The institution supports student safety while on campus by providing and evaluating extensive information on how the college keeps students safe in the Annual Campus Security Report found online at https://www.lbc.edu/wp-content/uploads/2018/10/LBC_Campus_Security_Report.pdf. This report is housed on the institution website, provided to students in the Student Handbook, and made available on the LMS (Learning Management System), Canvas, in the MSW Professional Development page that all students have access to. This document outlines safety policies and crime statistics for the various LBC | Capital locations, outlines sexual misconduct and the LBC | Capital Title IX Policy, alcohol and drug abuse policy and prevention, and the annual fire safety report. This annual report is provided for students and will be referred to in the student handbook when updated.

The Department of Public Safety at LBC | Capital 900 Eden Road location is staffed 24 hours a day by full and part-time safety officers. LBC | Capital maintains a close working relationship with local law enforcement, first responders, and emergency management officials. In compliance with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Pennsylvania's College and University Security Act, LBC | Capital publishes an annual security report for current and prospective students and employees. This report contains important safety information and fire and crime statistics for the previous three years. These statistics pertain to reported crimes on campus and public property within or adjacent to and accessible from the campus. Copies of this report may be requested electronically from the Department of Public Safety at campussafety@lbc.edu or 717.560.8247. Printed copies

of this report are available in the Departments of Public Safety, Student Affairs, Human Resources, and Admissions.

Services provided:

- Crime Prevention / Fire Safety Education
- CPR/First Aid Training
- 24 hr. Patrols
- Emergency Response & Management
- Safety Surveys
- Walking Escort

Student safety procedures are reviewed as part of the LBC | Capital MSW student orientation for all new students. Students are encouraged to use the LBC LiveSafe app. This app provides access to information for SafeWalk and SafeRide for an escort if there is a concern for safety on or off campus. Students have access to immediate emergency contact information and are encouraged to report suspicious activity to Public Safety. The LiveSafe app also includes essential LBC | Capital safety resources (i.e., emergency procedures, campus alert info, connect with Campus Public Safety) to ensure campus and community safety and wellness.

Criteria: There are a variety of student safety initiatives for students entering Field Education. Students are never pressured to accept internships where they do not feel safe. Student concerns about their safety are taken seriously as placement options are considered. Discussions about safety occur before the application to Field Internship in coursework and through student advising. In coursework leading up to field internship, students are taught interpersonal skills that allow them to engage with clients in a manner that displays dignity and respect toward clients. Rapport building, engagement techniques, and relational skills support client-student relationships that minimize clients' aggressive responses. Students are also taught various de-escalation techniques in practice courses.

Students prepare for their internship by obtaining limited liability insurance if an unexpected incident may occur during their internship. Per the LBC | Capital MSW program policy, each student is required to obtain liability coverage. Below is the policy on liability insurance as defined in the Student Handbook for Internship Placement:

Students must provide proof of liability insurance to the Field Director no later than two weeks prior to the start of their internship. Documentation of this coverage will be maintained in the student's academic file by the Field Director. The Field Director will also forward it to your agency along with an Affiliation Agreement from the college.

The Field Director ensures that no student may begin their internship until Liability coverage is in place. The Policy includes coverage for personal injury, bodily injury, emergency first aid and assault:

PROFESSIONAL LIABILITY COVERAGE A		LIMITS OF LIABILITY	PREMIUM
Liability Per Claim Limit		\$1,000,000.00	\$25.00
Liability Aggregate Limit		\$5,000,000.00	
SUPPLEMENTAL LIABILITY COVERAGE B		LIMITS OF LIABILITY	PREMIUM
Liability Per Claim Limit		\$1,000,000.00	
Liability Aggregate Limit		\$5,000,000.00	
ADDITIONAL COVERAGES C		LIMITS OF LIABILITY	PREMIUM
Deposition Expense		\$5,000 per deposition/\$35,000 per policy period	
State License Board Investigation Defense		\$35,000.00 per policy period	
Emergency First Aid		\$15,000.00 per policy period	
Health Information - HIPAA		\$25,000.00 per policy period	
First Party Assault		\$15,000.00 per policy period	
Medical Payments		\$5,000 per incident/\$50,000 per policy period	
Wage Loss and Expense		\$1,000 per day/\$35,000 per policy period	

Per the Affiliation Agreement between LBC | Capital and Field Sites, all sites agree to provide emergency medical care when needed:

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 initial first aid.

All students are required to participate in coursework concurrent with their field experience. A portion of the curriculum for regular standing students in SWK 550: Foundation Field Seminar A and SWK 551: Foundation Field Seminar B cover topics of safety. For Advanced Standing students (and second-year regular standing students), discussions of safety occur early in the requisite courses: SWK 660: Specialization Seminar A and SWK 661: Specialization Seminar B. These courses include a mandatory module on Intern Safety during the first week of the course. The module is titled *Safety in Field Education* and is intended to increase student awareness of potential safety issues. Topics include personal, physical, professional, and psychological safety and well-being. A wide range of issues will be covered that encourage students to practice personal and agency safety protocols, make safe choices when interacting with clients, take health precautions, practice trauma-informed self-care and stress management, and practice professional well-being under the supervision of their Field Instructor.

During mandatory Field Instructor orientation, Field Instructors and Task Supervisors are reminded of the importance of providing a safe environment for all student learners. Intern safety is discussed at the training, and agencies are reminded that they are required to train students in their safety protocols. The current language in the Contract pertaining to student safety is as follows:

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

Agency personnel will be encouraged to provide and document in writing that students have access to policy manuals, review and discuss these with the students, as well as ensure the student understands the protocol to ensure physical and emotional safety. Any training that the students can receive within the first few weeks of the internship will be documented in the student log.

Student safety prior to and during Field Education is promoted in the following ways:

- If a student were to express fear for their safety in the internship setting, an effort would be made to help the student feel safe, including finding a new placement if necessary.
- Agencies regularly include workplace safety in their curriculum. The Field Education Program supports the student by ensuring that they have the time to engage in such training for agencies that offer formalized orientation and training for new interns.
- Students are provided with an emotionally safe environment to process feelings about internship (Field Internship class), and free counseling services are provided by LBC | Capital's Counseling & Career Center (C3).

There are several opportunities for student engagement relating to safety. The Program faculty engages students in conversations relating to physical and emotional safety in Field settings. During field seminar classes, students are provided opportunities to report any concerns to the course instructor, who can problem-solve with the student. Any safety concerns that arise during this time are also relayed to the Field Liaison, who can address them with the Task Supervisor/Field Instructor during their semester visit. Students will also be encouraged to log any safety issues (physical or emotional) that arise.

The Program provides safety resources on the Professional Development course site through Canvas, the learning management system. Students will be directed to these resources and will be required to complete some online training modules during their first few weeks of internship.

See the Appendices for the Safety Agreement that all students, field instructors/task supervisors, and social work field staff sign as part of the Tevera onboarding of interns.

Evaluating Student Learning

Policies: Students who participate in field education are evaluated at specific intervals during their experience as a student learner in their field setting by various individuals to provide feedback on their pursuit of competency, both in generalist and specialized social work practice.

Procedures: Students engaged in field education not only participate in learning activities in the field setting but also participate in learning activities in both the Foundation Seminar and Specialized Seminar courses. Students compose regular journal entries to document the learning that aligns with the activities outlined on the Learning Plan. Student journals include detailed descriptions of tasks completed throughout the week.

The Field Seminar class instructor evaluates student learning on an ongoing basis, addressing strengths and areas requiring growth in student learning, based on the submission of the student's Field Journal and Time Sheet Status Report documentation. The Field Instructor completes the evaluation of the student, examining the accomplishment of the goals on the agreed upon

Learning Plan. They evaluate the student on the demonstration of behaviors outlined on the Learning Plan that have been demonstrated and reviewed during the internship. The Field Liaison meets with the student and Field Instructor/Task Supervisor to discuss the student's progress in the Field Placement. The Learning Contract is used as the foundation for the completion of the Field Evaluation. The Field Instructor completes a semester-end evaluation. The Field Instructor evaluation is provided to the Field Director who maintains a copy of the Field Instructor Evaluation tool for year-end benchmark measurements. Prior to the final evaluation submitted to the Field Director, the Field Instructor meets with the student and provides copies of the completed evaluation to the student. The student completes a semester end evaluation (Field Setting Evaluation) of the field setting and provides a preliminary outline for revised goals for the next semester if the student is going to continue in this field setting.

See the Appendices for the specific Field Instructor evaluations for the generalist and specialization learning experiences.

Field Instructor Orientation and Training

The Field Education program of the LBC | Capital MSW Program provides numerous opportunities for training for Field Instructors and others representing field settings throughout the academic year. When Field Instructors are identified, they receive a copy of the Field Instructor's Manual and access to the Field Education Manual that guides the student practice as an online resource. The Field Education Manual includes all the necessary policies, procedures, and criteria for a successful field experience. The Program's website contains all the necessary documents as well. Resources for ongoing training and dialog are made available for in-person or remote support.

Orientation: Because of the frequent addition of Field Instructors at various points during the year (August, January, May), the MSW Program provides a module-based remote orientation for Field Instructors and Task Supervisors. This training provides an opportunity for field setting personnel to be exposed to the various aspects of the expectations for Field Education and an opportunity to answer any questions pertaining to the MSW Program or Field Instruction. Topics to be covered during the orientation include the following:

- The MSW Program at LBC
- Program Competencies and Behaviors
- Field Education Manual Overview
- Expectations and Roles of Student, Field Instructor, Field Liaison, Field Director
- The Student Learning Plan
- Field Internship Evaluations completed by Field Instructor.
- Policies and Practices
- Online Resources
- Conflicts and Problem-Solving
- Safety Protocols
- Important Dates
- Contact Information

After the Field Instructor and any other field setting personnel complete the training, they will receive a certificate of completion that will be stored in their site instructor file for future reference if needed.

Field Instruction Training: Field Instructors and Task Supervisors or other field setting staff are invited to participate in various learning opportunities offered by the larger LBC Community. Specific to social work, the MSW Program provides access to ongoing in-person training opportunities for both student learner and Field Instructor to improve their knowledge and skills in social work. This could include a guest speaker or lecturer, an article pertinent to the field of practice of the Field Instructor, or other events that are sponsored by the Program or broader learning community. By surveying the Field Instructors about their specific learning needs, the MSW Program can facilitate ongoing professional development activities that would benefit them. Field Instructors are invited to participate in the various outreach activities coordinated through the MSW Program, including the ongoing professional development provided by the field program whereby CEUs can be earned.

Continuing Dialogue with Field Settings and Field Instructors: Continuous dialogue is encouraged between the Field Instructor, other field setting staff, and the MSW Program. Specific points of dialogue naturally exist surrounding interaction with the student learner. There is communication at the time of initial Learning Plan development when roles are being established. During the Field Internship orientation, time is invested in developing the relationship between the Field Instructor, the host setting, and the MSW Program. During the Field Liaison visits, the dialogue continues between the student, the Field Instructor, and Task Supervisor. During the semester, there is an opportunity for Field Instructors to have informal meetings with MSW Program faculty and staff where ideas are exchanged concerning practice and field instruction. This dialogue is essential to encourage professional networking and relationship building.

Field Instructor Selection and Supervision

Field education is an essential component and a signature pedagogy of social work. It is crucial that students receive quality field instruction. The LBC | Capital MSW Program requires all Field Instructors to have a CSWE-accredited MSW degree and two years of post-MSW degree practice experience. Individuals without a minimum of 2 years of practice experience are not eligible to be Field Instructors. The Program requires all potential Field Instructors to provide a copy of their educational diploma, resume, and credentials. Field Instructors are requested to complete a Field Instructor profile upon agreeing to host an MSW student intern. A Field Instructor with an accredited social work degree and field experience is well equipped to guide students from a social work perspective, assist them in meeting their Field Internship requirements, and address student competencies. Field Instructors and Task Supervisors, or other interested agency personnel, who are unfamiliar with the 2015 EPAS of CSWE will receive training from the Field Director. Field Instructors receive orientation and training and a Field Instructor's Manual. In addition, Field Instructors 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.

The LBC | Capital MSW Program requires all Field Instructors to have a CSWE-accredited MSW degree as well as 2 years' post-MSW degree practice experience. Individuals without a minimum of 2 years of practice experience are not eligible to be Field Instructors.

Evaluating Field Setting Effectiveness

Policies: Students in field education provide feedback regarding the quality of field settings during their internship as well as at the end of their experiences. This feedback offers insight for the social work program to determine an agency's fit for a social work educational experience. The field staff will use this information when considering future internship possibilities.

Procedures: At the end of the semester, students are provided an opportunity to meet with the Field Liaison to provide specific feedback of the field setting and are asked to complete a formal evaluation of the setting (see below). The Field Liaison and Field Director review this information to determine the effectiveness of the setting for future social work interns.

Criteria: The MSW Field Setting evaluation is used to evaluate the field setting.

Maintaining Contact with Field Personnel

Regular contacts between field setting staff and field education staff, and other program faculty are crucial to the success of a strong field education program. The LBC | Capital MSW program is well equipped technologically to meet the needs of remote learners. This flexibility allows students to participate in internships of their choice that would be near their home environment. As an online program, field staff strive hard to locate and match field sites based on student interest, availability, and proximity. Recognizing that student learners are enrolled from many locations, field staff are keen to attend to the unique site placement needs that may arise, paying close attention to distance to site settings. The Program pays specific attention to supporting the flexibility of remote contact with field setting personnel. The MSW Program sets up clear guidelines on expectations for contact and means by which to contact the various entities.

The field education program maintains contact with field settings, monitoring student learning and field setting effectiveness both in-person (if in the locale) or via electronic means. Those primarily responsible for fulfilling this duty are the Field Director and the Field Liaison. The Field Director, and all other field education staff, maintain frequent contact with agencies when seeking placements, orienting Field Instructors, seeking affiliation agreements, and notifying Field Liaisons, Field Instructors, and Task Supervisors of upcoming evaluations. The field education staff adopts a personalized view of connection with agencies to ensure maximum support and success for student learning.

The role of the Field Liaison is to act as the formal contact between the Social Work Program and the field education setting. The Field Liaison completes one site visit during each internship timeframe and is available to address any placement concerns that arise. This contact can be in-person or remote via tele-checks for those in distant field settings (more than 1 hour). All field faculty are available in the event of critical concern for a student or agency.

Orientation for Field Instructors and Task Supervisors occurs with an in-person or remote option. Ongoing support for field setting personnel also follows an in-person or remote format. Specialized training for Field Instructors and Task Supervisors occurs in an in-person or remote format as the needs arise.

Field Instructors are notified at the time of their field orientation how they will receive contact from the Field Director, Field Liaison, and other Field Staff. The schedule is as follows:

Field Staff (Director and Liaison) contact with Field Setting	
Within two weeks from the start of the Field Internship	Field Director and Liaison will meet Field Instructor at the Field Instructor orientation and training.
October (Fall start), March (Spring start), June (Summer start)	Field liaison will meet with the Field instructor and student in-person/remotely to review the learning contract and discuss resources and support.
November (Fall start), April (Spring start), July (Summer start)	Field staff contacts Field Instructor requesting evaluation of the student by the end of the semester. A site visit is available from the Field liaison if requested by the Field Instructor or student.
December (Fall start), May (Spring start), August (Summer start)	Field Instructors complete the written student-evaluation and submit it to the Field Liaison.

Field Instructors and Task Supervisors are encouraged to contact the MSW Field Director or other program faculty whenever the need arises, either by scheduling an in-person or remote contact via Zoom or telephone.

Termination from Field Education

Purpose: To develop a clear policy for students to review the Program’s policy for dismissal from the field program.

Rationale: MSW students understand that field placement is a signature pedagogy of social work graduate education. The development of a clear policy addressing dismissal from the field program ensures students are given honest and accurate information relating to their role as a student learner.

Process: Students may experience a variety of professional challenges while an intern in the MSW Program. Several mechanisms are in place to prevent such challenges: field onboarding meetings, field orientation, training and networking, access to the field manual, field liaison meetings, student journal reporting, and field evaluations. With these mechanisms there are multiple modes of communication between the student, the field placement, and the field staff. If any parties in the field team become aware of a violation in professional performance the following steps will be taken.

- A meeting with the field director, field liaison, field instructor, and the student will take place to gather information and seek potential mediation.

- A determination will be made which could include additional student support, reassignment of the student to a new field site, termination from the field program which could lead to termination from the MSW Program.

If a student is dismissed from the field program but remains in the MSW program, a restorative plan will be created that determines supports for the student as well as a timeline for reevaluation to determine readiness for future field program opportunities.

If a student is dismissed from the field program and it is based on grievances that violate Program policies, NASW Code of Ethics or rise to the level of criminal behavior, then the MSW Program Director and the MSW Field Director will consult with the student and other field personnel. This consultation will include review of the Goodness of Fit Policy and Termination from Program Policy to determine the status of the student's standing in the MSW program. Collaboration with external entities may also ensue while protecting the student's rights under FERPA. Refer to Termination from Program Policy.

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.

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 Director/Field Liaison, clear guidelines will be established and reflected in the Student Learning Plan.

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

Ensuring Separate Assignments from Employment: If a student wishes to request a field placement in which they are simultaneously employed, the following requirements must be in place to ensure separate assignments are given from employment:

- The Field Director must have conducted the preliminary screening of the potential site and communicated with the Field Instructor willing to oversee the student.
- A Place of Employment application form must be submitted via Tevera prior to the approval of the field site.
- To qualify as a field internship learning experience, students' tasks must be linked to the social work competencies and level of practice (generalist or specialization.)
- The student's employment hours and field hours must be clearly defined and delineated.

- Students must log the same amount of field hours at 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 with a clearly defined focus on competency-based 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 to the conditions mentioned above and sign off on the Contract and Learning Plan documents acknowledging their understanding. See Appendices for the Place of Employment Application.

Ensuring Separate Supervision from Employment: If a student wishes to request a field placement in which they are simultaneously employed, the following requirements must be in place to ensure separate supervision is given:

- The agreed-upon Field Instructor must have an MSW degree and two years of experience.
- The person who is the student/employee's supervisor cannot be the student's Field Instructor.

There may be an exception for the student/employee's supervisor to be the Field Instructor; however, if this is determined, then there must be a clear delineation between when supervision occurs, and the assignment of field assignments must be different from the assignment of work duties. This needs to be reviewed with the Field Director or their designee before approving the field site and developing a Learning Plan.

Student Resources

Assistive technology

The following assistive technology services are available to all students on the Lancaster Bible College campus:

Ally Center- The Ally Center is LBC | Capital's hub for academic services, resources, and accessibility. The academic services include disability services, writing services, and academic mentoring services and are available at no additional cost. For information regarding resources, locations, and hours of operation, visit lbc.edu/ally.

Accessibility Services. The Accessibility Services Office (ASO) provides reasonable accommodations for students with disabilities to ensure access to all programs, facilities, and activities of the College based on Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), and their amendments. Accommodation is made on an individual, case-by-case basis, after an interactive process and submission of documentation to the Disability Services Coordinator. Incoming students with a disability are encouraged to submit documentation immediately upon acceptance into the College so that accommodation can be determined before the start of the semester in which they enroll.

Writing Services- Writing Services (WS) provides personalized support for all LBC students for all written assignments and all courses, at any stage of the writing process. Professional personnel and peer tutors offer one-on-one sessions of either 30 or 60 minutes, on-campus at the Writing Center or online. Students can meet with writing mentors for brainstorming and outlining, developing ideas, critiquing partial or full drafts, addressing format and citation (including APA style), and/or reviewing key academic writing concepts. Some courses require Writing Services visits to strengthen students' academic style for certain written assignments. Additionally, there are a variety of premier writing resources available for free, and the Writing Center hosts periodic writing groups for key writing assignments. Students may also come to the Writing Center for brief questions regarding format, citations, and grammar, and they will be assisted depending upon staff availability.

Students in the MSW Program have easy access to educational and social resources that meet their needs at all levels of ability. LBC | Capital's Ally Center, located at the state-of-the-art Teague Learning Commons, offers academic mentoring services that identify students' learning styles and provides resources to encourage academic success. The Ally Center's writing services provide students with mentors to guide them at all stages of the written assignments: from selection of a topic to editing completed work. The Ally Center also offers accessibility services that provide individualized accommodations that strengthen the students' abilities to reach their academic goals. The Ally Center utilizes advanced technologies such as 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 to support students who are visually impaired in their academic work. Students with limited muscle control/hand manipulation and/or language processing disabilities have access to *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 may utilize various software, including WYNN, 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 may 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 reading disabilities may use *OpenBook* for its scanning and reading capabilities, 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 MSW Program Student Handbook. The MSW 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 Accessibility Services Office concomitant with our Academic Mentoring Services and Writing Services, which includes the Math Lab, formal Study Groups, and general and specific subject-area tutoring services.

How Students Access Assistive Technology:

The Accessibility 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 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 gives an enhanced understanding of a student's current situation and the accommodation that will provide the student with complete access to the campus. The Coordinator of Accessibility 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 MSW Program. Afforded to the MSW 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 <https://www.taskstream.com/ts/masterofsocialworkmsw2/AcademicAssessment> and is made public to all interested parties.

All assessment documents required for CSWE reporting are made public to interested parties. LBC | Capital values a high degree of transparency for their outcome measurements and invites communication pertaining to all the measurements outlined.

Appendices*

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*Simply double click on each PDF form and the entire form will load in another tab



Affiliation Agreement

THIS AGREEMENT is made this:

by and between **Lancaster Bible College | Capital Graduate School and Seminary**, (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 Social Work Program; and
WHEREAS the College is an educational institution that provides a degree in 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 who are participating in the field program to comply with clearances including child abuse and criminal record clearances required by the site. The College will also require its students 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.

Clearances. The College will require its students who are participating in the field program to comply with clearances including child abuse and criminal record clearances required by the site. The College will also require its students 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.

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.



Agency Profile

AGENCY CONTACT INFORMATION

Agency ("Site") Name:

Street Address:

City:

State:

Zip:

Phone:

Fax:

Website:

Authorized Site Representative

First Name:

Last Name:

Title:

Direct Phone Number:

Email:

SITE DESCRIPTION

Agency Overview:

Type of Site: (check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Community | <input type="checkbox"/> Outpatient | <input type="checkbox"/> Psychiatric Hospital/Inpatient |
| <input type="checkbox"/> Private Practice | <input type="checkbox"/> Inpatient | <input type="checkbox"/> Addiction, Chemical Dependency, Behavioral or Process Addictions, |
| <input type="checkbox"/> Home-based | <input type="checkbox"/> Emergency/Crisis | <input type="checkbox"/> Corrections/Jail/Prison |
| <input type="checkbox"/> Church | <input type="checkbox"/> University / College | <input type="checkbox"/> Legal (i.e. pre-trial, post conviction, etc.) |
| <input type="checkbox"/> Residential Treatment | <input type="checkbox"/> Hospital | <input type="checkbox"/> Intensive Outpatient Program (IOP) |
| <input type="checkbox"/> K-12 School | <input type="checkbox"/> Faith-Based | <input type="checkbox"/> Partial Hospitalization Program (PHP) |

Other:

Client Populations Served: (check all that apply)

- | | | |
|---------------------------------------|-----------------------------------|---|
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Adults | <input type="checkbox"/> Addiction and/or Chemical Dependency |
| <input type="checkbox"/> Children | <input type="checkbox"/> Couples | <input type="checkbox"/> Deaf and Hard of Hearing |
| <input type="checkbox"/> Persons with | <input type="checkbox"/> Families | <input type="checkbox"/> Homeless |



Contract Agreement Between Student, Agency, and Social Work Program

General Information

Student Name:

Agency Name:

Agency Address:

City:

State:

Zip Code:

Is there a Task Supervisor?

Yes

No

Field Instructor Name:

Phone Number:

Email Address:

MSW Field Director Name: Lisa Hanna Witmer,

Phone Number: (717) 560-8200

Email Address: lwitmer@lbc.edu

MSW Program Director Name: Dr. Kurt Miller

Phone Number: (717) 569-7071 ex. 5354

Email Address: kmiller@lbc.edu

Agreement Between Student, Agency, and MSW Program

I. LBC | Capital Seminary and Graduate School offers a Masters' Degree in Social Work (MSW). As part of the educational experience, all MSW students are required to complete a minimum of 900 hours of field experience to fulfill the requirements of the MSW degree (400 generalist, 500 specialized). Students complete coursework while in their field internship. Students arrange their hours based on their semester and the organization's operational timeframes. Semesters are 16 weeks in length with specific break times when the student may not be available. Students will negotiate these absences with their field instructor. The student agrees to fulfill a set amount of time with the agency, and the agency agrees to host the student in the agency setting. Please indicate which applies for this field internship placement:

200 hours (SWK 550F: Foundation Field Internship A)

200 hours (SWK 551F: Foundation Field Internship B)

250 hours (SWK 660F: Specialization Internship A)

250 hours (SWK 661F: Specialization Internship B)

II. The LBC | Capital Seminary and Graduate School MSW Program agrees to provide the student and agency with support in the field experience. The LBC | Capital Seminary and Graduate School MSW Program will ensure that the student is familiar with learning goals and requirements of the internship. The LBC | Capital Seminary and Graduate School MSW Program will ensure that the agency and field instructor understand the expectations of an accredited internship experience. The LBC | Capital Seminary and Graduate School MSW Program will provide a Field Liaison who will visit

Extend a Placement Site

Name of Site

Supervisor First Name:

Supervisor Last Name:

Name of Student

Updated Placement End Date

Reason for Extending Placement Date

Student Signature Date

Supervisor Signature Date

Site Representative Signature Date

Placement Coordinator: Date

Field Instructor Evaluation: Generalist Practice

Intern:

Date:

Please check one:

Mid-term Evaluation

Final Evaluation

Part One: Evaluation of Competencies and Behaviors

Please rate the intern using the following scale:

0=Not yet completed: This rating can only be used during the Mid-term Evaluation if a student has not yet been able to demonstrate this task.

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 can act independently in this area and is trusted to accomplish this task.

Please note: Students are required to pursue opportunities to practice all the competencies and may not be able to practice all the behaviors contained in each competency. 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	0	1	2	3	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Uses technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Uses supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
COMPETENCY 2: Engage Diversity and Difference in Practice	0	1	2	3	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Presents themselves as a learner and engages clients and constituencies as experts of their own experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Field Instructor Evaluation - Specialized Practice: Clinical Social Work

Intern:

Date:

Please Check One:

Mid-term Evaluation

Final Evaluation

Part One: Evaluation of Competencies and Behaviors

Please rate the intern using the following scale:

0=Not yet completed: This rating can only be used during the Mid-term Evaluation if a student has not yet been able to demonstrate this task.

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 can act independently in this area and is trusted to accomplish this task.

Please note: Students are required to pursue opportunities to practice all the competencies and may not be able to practice all the behaviors contained in each competency. 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	0	1	2	3	4
1a. Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
1b. Engage in personal reflection and self-regulation to manage personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Engage in supervision to guide professional growth and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Demonstrate professional behavior in oral, written, and electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Demonstrate professional behavior in oral, written, and electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
COMPETENCY 2: Engage Diversity and Difference in Practice	0	1	2	3	4
2a. Demonstrate professional behavior in oral, written, and electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Identify factors of intersectionality and diversity and their impact on clients and constituencies;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Research and apply knowledge related to diversity to educate others in valuing diversity and promoting inclusion and equity;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Analyze policies and practices on the potential impact on diverse clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Utilize self-reflection to manage personal beliefs and biases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Field Instructor Evaluation: Specialized Practice: Advanced Child and Family Practice

Intern:

Date:

Please Choose One:

Mid-Term Evaluation

Final Evaluation

Part One: Evaluation of Competencies and Behaviors

Please rate the intern using the following scale:

[0] Not yet completed [1] Beginning [2] Developing [3] Accomplished [4] Exemplary

0=Not yet completed: This rating can only be used during the Mid-term Evaluation if a student has not yet been able to demonstrate this task.

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 can act independently in this area and is trusted to accomplish this task.

Please note: Students are required to pursue opportunities to practice all the competencies and may not be able to practice all the behaviors contained in each competency. 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

	0	1	2	3	4
Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate professional behavior in oral, written, and electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engage in interprofessional collaboration in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use supervision and consultation to refine practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilize knowledge and experience in the field to educate others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (Competency #1):

COMPETENCY 2: Engage Diversity and Difference in Practice

	0	1	2	3	4
Demonstrate an attitude of cultural humility and respect cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Field Instructor Information Form

First Name:

Last Name:

Email:

Title:

Phone:

Do you have a Social Work Degree from a CSWE Accredited University?

Yes

No

University:

Highest Degree Earned:

Do you have at least 2 years of Experience Post-MSW?

Yes

No

Please provide information regarding your professional license, certifications, and any qualifications.

Use the arrow in the upper right-hand corner to add additional items.

Qualification

Authority

Number

Expires

Field Instructor Signature Date

Student Signature: Date

Placement Coordinator Signature; Date

Learning Plan: Generalist Practice

Student Name:

Agency:

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)

Competency 1: Demonstrate Ethical and Professional Behavior

Behavior	Task	Date
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.		
1b: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
1c: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic situations.		
1d: Use technology ethically and appropriately to facilitate practice outcomes.		
1e: Use supervision and consultation to guide professional judgment and behavior.		

Notes / Comments:

Competency 2: Engage Diversity and Difference in Practice

Behavior	Task	Date
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.		
2b: Present themselves as learners and engage clients and constituencies as experts of their own experiences.		
2c: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

Notes / Comments:

Learning Plan: Specialized Practice: Clinical Social Work

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)

COMPETENCY 1: Demonstrate Ethical and Professional Behavior

Behaviors	Tasks	Dates
1a) Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values		
1b) Engage in personal reflection and self-regulation to manage personal values		
1c) Engage in supervision to guide professional growth and behavior		
1d) Demonstrate professional behavior in oral, written, and electronic communication; and		
1e) Engage in interprofessional collaboration in practice.		

Notes/Comments:

COMPETENCY 2: Engage Diversity and Difference in Practice

Behaviors	Tasks	Dates
2a) Demonstrate an attitude of cultural humility and respect cultural differences;		
2b) Identify factors of intersectionality and diversity and their impact on clients and constituencies;		
2c) Research and apply knowledge related to diversity to educate others in valuing diversity and promoting inclusion and equity;		
2d) Analyze policies and practices on the potential impact on diverse clients; and		

Learning Plan - Specialized Practice: Advanced Child and Family Practice

Student:

Agency:

Date:

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)

COMPETENCY 1: Demonstrate Ethical and Professional Behavior		
Behaviors	Tasks	Dates
1a) Identify as ethical social work practitioners by adhering to the NASW Code of Ethics and core values;		
1b) Demonstrate professional behavior in oral, written, and electronic communication		
1c) Engage in interprofessional collaboration in practice;		
1d) Use supervision and consultation to refine practice; and		
1e) Utilize knowledge and experience in the field to educate others.		
Notes/Comments		
COMPETENCY 2: Engage Diversity and Difference in Practice		
Behaviors	Tasks	Dates
2a) Demonstrate an attitude of cultural humility and respect cultural differences;		
2b) Identify structures of discrimination and oppression and propose solutions to address injustice;		
2c) Research and apply knowledge related to diversity to educate others in valuing diversity and promoting inclusion and equity;		
2d) Develop assessments, interventions, and evaluations that are culturally sensitive; and		
2e) Utilize self-reflection to manage personal beliefs and biases.		
Notes/Comments		
COMPETENCY 3: Advance Human Rights and Social, Economic, and Environmental Justice		
Behaviors	Tasks	Dates
3a) Engage with community partners to		



MSW Field Application

Identifying Information

Please complete the application to be considered for field placement.

First Name:

Last Name:

Email:

Address:

City:

State:

Zip Code:

Cell Phone:

Please indicate the date when you would like to begin your internship. (All field students may begin their internship two weeks prior to the start of the semester if approved).

Please indicate which field internship you are applying for:

Foundation Year (400 hours): Regular Standing

Specialization Year (500 hours): Advanced Standing

Choice of Field Site Information

Choice #1 Organization:

Organization Name:

Address:

City:

State:

Zip Code:

Contact Person:

First Name:

Last Name:

Is there an MSW on staff who would be able to supervise you?

Yes

No

I am unsure

Phone Number:

E-mail Address:

Students will take an active role in locating their field site placement. Students will work with the Field Director to secure a field site that meets CSWE accreditation standards for field internships. Students are asked to locate 2 potential field sites relevant to their area of interest and geographic locations.

Please provide the following information for the internship contact. **If you are confident of your first choice, you only need to provide one.** To the best of your ability, check the appropriate social work setting description.

Social Work Setting Description:

Choice #2 Organization:

Organization Name:

MSW Internship Field Setting Evaluation

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt a part of the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning opportunities provided to me met my skill level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Field Instructor/Task Supervisor was available as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Supervision aided in my development of practice behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Student Signature: Date

Safety Agreement Between Student, Field Instructor (or Task Supervisor) and Social Work Program

Student Name:

Agency Name:

Agency Address:

Agency City:

Agency State:

Agency Zip:

Task Supervisor (if applicable):

Field Instructor:

Safety Agreement between Student, Field Instructor and Social Work Program:

Student safety is of the utmost importance to all parties involved in this agreement. Both physical and emotional well-being are essential and therefore:

1. 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. Students should be oriented to agency protocol about client contact, off-site client visits, transportation of clients, de-escalation techniques, rules related to active or passive restraint (if applicable), or other safety protocol pertinent to the agency.
2. The student agrees to practice safety protocols required by the agency. This could include, but is not limited to following OSHA guidelines, completing TB testing and health physicals, completing mandatory CPR or First Aid training, learning and practicing de-escalation techniques, practicing interpersonal skills learned in their social work education, attending training on use of restraints, etc.
3. The internship site understands that the student intern may have concerns for their safety and will review questions and concerns that the student might have related to best practice. It is the assumption of the college that the agency supports a culture of openness and trust when a student needs to address fears or feelings of insecurity. The agency can trust the college to be supportive of the student as they learn how to address such concerns.
4. If a student is threatened, harassed or made to feel unsafe by a client, coworker or contracted professional, the student agrees to report the incident to their direct supervisor and follow agency protocol. The student should also notify the LBC Field Director so that the social work program can process the event as part of their learning experience. The agency and the college will assess the readiness of the student to return to their fieldwork after processing the event.
5. If a student is threatened, harassed or made to feel unsafe by a client, coworker or contracted professional, the student agrees to report the incident to their direct supervisor and follow agency protocol. The student should also notify the LBC Field Director so that the social work program can process the event as part of their learning experience. The agency and the college will assess the readiness of the student to return to their fieldwork after processing the event.
6. Student will provide the agency with emergency contact information and will be responsible for updating this information if circumstances change.



Place of Employment Application

Student and Supervisor Information

Student Information

Please select one:

Foundation Year

Specialization Year

Student Name:

Agency of Employment:

Agency Address:

City:

State:

Zip Code:

Phone Number at Employment:

Employment Email Address:

University Email Address:

Employment Information

Supervisor Name:

Title / Position:

Degree:

Phone Number:

Email Address:

MSW Field Placement Supervisor Name:

Title / Position:

Degree:

Phone Number:

Email Address:

Agency and Current Job Information

Please include a brief description of your Agency, including population served and services provided by the agency:

Please provide a detailed description of your current job:

Job Title:

Program:

Describe in detail your current employment tasks:

Please note that CSWE accreditation standards requires that, for field placements in an organization in which the student is employed, student assignments and field education supervision may not be the same as those of the student's employment.



Task Supervisor Information Form

Agency:

First Name:

Last Name:

Email:

Title:

Phone:

Highest Degree Earned:

University:

Year Graduated:

Please provide information regarding your professional license, certifications, and any qualifications.

Use the arrow in the upper right-hand corner to add additional items.

Qualification

Authority

Number

Expires

Task Supervisor Signature: Date