

Messiah College Social Work Program

Student Handbook and Field Manual



“...and what does the LORD require of you but to do justice, and to love kindness,
and to walk humbly with your God?”

Micah 6:8

HANDBOOK AND FIELD MANUAL FOR SOCIAL WORK STUDENTS

TABLE OF CONTENTS

INTRODUCTION..... 5

 HOW TO USE THIS HANDBOOK..... 5

 STATEMENT OF UNDERSTANDING 6

 LETTER FROM THE DEAN OF THE SCHOOL OF EDUCATION AND SOCIAL SCIENCES 7

 LETTER FROM THE ACTING DIRECTOR..... 8

FACULTY 9

PROGRAM INFORMATION..... 10

 MISSION OF THE COLLEGE 10

 MISSION OF THE SCHOOL OF EDUCATION AND SOCIAL SCIENCES 10

 MISSION OF THE SOCIAL WORK PROGRAM 10

 INTEGRATION OF FAITH AND LEARNING 10

 ACCREDITATION 10

 DEFINITION OF GENERALIST PRACTICE..... 10

 EDUCATIONAL GOALS OF THE MESSIAH COLLEGE SOCIAL WORK PROGRAM..... 11

 PROGRAM EDUCATIONAL OBJECTIVES 11

 CODE OF ETHICS 11

 COMMUNITY ADVISORY COMMITTEE 13

PROGRAM POLICIES 14

 MESSIAH COLLEGE SOCIAL WORK PROGRAM ADMISSION PROCESS 14

 APPLICATION FOR ADMISSION 16

 TRANSFER CREDIT 18

 ADVISING..... 18

 CONFERENCE ATTENDANCE POLICY – STUDENT PROFESSIONAL DEVELOPMENT 18

 MALPRACTICE INSURANCE 19

 ACADEMIC INTEGRITY 19

 RACIAL/ETHNIC HARASSMENT POLICY 20

 SEXUAL HARASSMENT POLICY 21

 AMERICANS WITH DISABILITIES ACT COMPLIANCE..... 22

 STUDENT RIGHTS AND RESPONSIBILITIES 22

 CRITERIA FOR EVALUATING ACADEMIC AND PROFESSIONAL PERFORMANCE 23

 PROFESSIONAL PERFORMANCE REVIEW..... 25

 PROCEDURE TO ADDRESS PROFESSIONAL PERFORMANCE ISSUES..... 27

 PROCEDURES FOR DISMISSAL FROM THE SOCIAL WORK PROGRAM..... 27

 REPORTABLE INFRACTIONS..... 27

 ASSESSMENT OF THE SOCIAL WORK PROGRAM..... 28

 SENIOR EXIT SURVEY 30

 MESSIAH COLLEGE ALUMNI SURVEY 37

CURRICULUM 39

 CURRICULUM OVERVIEW..... 39

 COURSE DESCRIPTIONS..... 39

Messiah College Social Work Program

MAJOR HONORS PROGRAM – GUIDELINES FOR STUDENTS	43
SOCIAL WORK CURRICULUM: FOUR-YEAR PLAN OF STUDY (STUDENTS ADMITTED PRIOR TO 2005-06)	47
SOCIAL WORK CURRICULUM: FOUR-YEAR PLAN OF STUDY (STUDENTS ADMITTED BEGINNING 2005-06) ..	48
COURSE PLANNING SHEET	49
WRITING STANDARDS	50
STUDENT SOCIAL WORK ORGANIZATIONS.....	53
SOCIAL WORK CLUB.....	53
PHI ALPHA HONOR SOCIETY	53
STUDENT RESOURCES	55
CAREER CENTER	55
EPICENTER	55
INTERNSHIP CENTER	55
AGAPE CENTER FOR SERVICE AND LEARNING	55
DISABILITY SERVICES	55
LEARNING CENTER	56
LIBRARY	56
WRITING CENTER	56
SOCIAL SCIENCES RESOURCE ROOM.....	56
FIELD MANUAL	57
LETTER FROM THE FIELD COORDINATOR.....	58
OVERVIEW	59
FORMAT OF THE FIELD MANUAL	59
POLICIES, CRITERIA AND PROCEDURES FOR THE SENIOR FIELD PLACEMENT.....	60
FIELD EDUCATION GOALS	60
COURSE OBJECTIVES COVERED IN THE PRACTICE SEQUENCE.....	60
MINIMUM FIELD EDUCATION REQUIREMENT OF 450 HOURS	62
CRITERIA FOR ADMISSION TO FIELD EDUCATION	62
FIELD PRACTICE ROLES	64
FIELD COORDINATOR ROLE AND RESPONSIBILITIES	65
FIELD LIAISON ROLES AND RESPONSIBILITIES	65
STUDENT ROLES AND RESPONSIBILITIES	66
POLICIES, CRITERIA AND PROCEDURES FOR SELECTING PLACEMENT SETTINGS	66
POLICIES, CRITERIA AND PROCEDURES FOR SELECTING FIELD INSTRUCTORS	67
POLICIES, CRITERIA AND PROCEDURES FOR PLACING AND MONITORING STUDENT PLACEMENTS	68
PROCEDURES FOR RESOLVING PROBLEMS IN THE FIELD (STUDENT INITIATED)	69
PROCEDURES FOR RESOLVING PROBLEMS IN THE FIELD (FIELD INSTRUCTOR INITIATED).....	70
POLICIES, CRITERIA AND PROCEDURES FOR MAINTAINING FIELD LIAISON CONTACTS WITH AGENCIES	70
POLICIES, CRITERIA AND PROCEDURES FOR EVALUATING STUDENT LEARNING.....	70
POLICIES, CRITERIA AND PROCEDURES FOR EVALUATING AGENCY EFFECTIVENESS IN PROVIDING FIELD INSTRUCTION	71
QUALIFICATIONS OF FIELD INSTRUCTORS.....	71
FIELD INSTRUCTOR ORIENTATION AND FIELD INSTRUCTOR SEMINAR.....	72
CONTINUING DIALOG WITH AGENCIES AND FIELD INSTRUCTORS	72
POLICIES RELATED TO FIELD PLACEMENTS IN AN AGENCY WHERE THE STUDENT IS ALSO EMPLOYED	72

Messiah College Social Work Program

DESCRIPTION OF SENIOR PLACEMENT FORMS.....	73
SOCIAL WORK AGENCY PROFILE FORM	75
SOCIAL WORK FIELD INSTRUCTOR PROFILE FORM.....	79
LETTER OF AGREEMENT FOR FIELD PRACTICE FORM.....	80
STUDENT AND AGENCY CONTACT INFORMATION	82
STUDENT LEARNING NEEDS ASSESSMENT	83
STUDENT LEARNING CONTRACT	85
AGENCY CHECKLIST	88
FIELD PLACEMENT EVALUATION FORM.....	89
PLACEMENT TIME SHEET	101
FIELD LIAISON SITE VISIT FORM	102
STUDENT EVALUATION OF FIELD PLACEMENT	103
FIELD INSTRUCTOR EVALUATION OF SOCIAL WORK PROGRAM.....	106
SOPHOMORE PRELIMINARY PLACEMENT INFORMATION AND FORMS.....	109
SOPHOMORE PLACEMENT OBJECTIVES AND SKILLS TO BE LEARNED.....	110
SOCIAL WORK PRACTICUM: INTRODUCTORY PLACEMENT INFORMATION	110
STUDENT PERFORMANCE EVALUATION	114
STUDENT AND AGENCY CONTACT INFORMATION	115
SOPHOMORE PLACEMENT (FOR SOWK 250 AND SOWK 360) - LEARNING CONTRACT	116
FIELD EVALUATION-FALL	119
FIELD EVALUATION-SPRING	123
PRELIMINARY PLACEMENT TIMESHEET	127
STUDENT EVALUATION OF FIELD PLACEMENT (SOWK 360)	128
ADDITIONAL FIELD INFORMATION.....	131
CLEARANCES	131
TRANSPORTATION.....	133
INSURANCE	133

Introduction

Welcome to the Social Work Program at Messiah College! Your choice of social work as a professional career path is a significant one—dedication, discipline, and devotion will be essential to successfully complete the program. Social work is an exciting profession and there is no doubt that you will be challenged throughout your participation in the program at Messiah.

In the pages to follow you will find indispensable information about the College, the Social Work Program, and the profession. Additionally, you will find the faculty and staff of the department to be very helpful and willing to assist you in every aspect of your education. Again, welcome to the program and your journey towards professional practice.

How to Use this Handbook

Each social work student is expected to be familiar with the policies and information outlined in this handbook and to abide by them in letter and in spirit. The Student Handbook helps students navigate available opportunities, outlines program expectations, and describes services and resources that equip students as social work majors. The guidelines and policies described serve as the governing document of the program and important forms and documents are included. Use this handbook...

- When you need information about program policies, procedures, requirements, & timelines
- To learn about resources and opportunities
- From the time you begin the program until the time you finish
- As a companion to the College's Course Catalog

Statement of Understanding

Name _____

As a social work student...

I understand that I am expected to adhere to the values, ethics, and standards of Messiah College, the Social Work Program, and the profession.

I have read the Messiah College Social Work Program Student Handbook in its entirety and understand the goals, objectives, and requirements of the program.

I commit myself to seeking increased understanding of the Christian faith.

I realize that although I may be accepted to the social work program at Messiah College, if my professional development is not deemed satisfactory by the program faculty or the college, the program has the right and responsibility to request a reevaluation of my acceptance and suitability for the program.

Student Signature _____ **Date** _____

Students should read and sign this Statement of Understanding and return the completed form to the Program Director. Keep a copy for personal records.

Letter from the Dean of the School of Education and Social Sciences

The field of Social Work emerged out of the settlement house, church mission and charity movements of the 1800s. The original language, values and motivations of the profession were conceived in the church's commitment to service. The church therefore can be viewed as the "Mother of Social Work." Many caregivers of widows, orphans and prisoners were pastors and laymen who committed themselves to serving the poor. Social Work emerged as a separate profession when controversy grew over the extent to which the church should engage in social reform. Many laymen continued their ministry to the poor despite lack of support from denominations. These laymen became some of the first social workers.

Messiah College was founded on many values consistent with the Anabaptist tradition of service and reconciliation. The Social Work program was established to produce graduates who would combine a mature Christian faith and Social Work knowledge, skills and values, along with commitment to the achievement of social and economic justice for all peoples. We are committed to this endeavor as we prepare students for service, leadership and reconciliation. Jesus exhorted us to allow our lights to shine before others so that they might see the good work and give glory to the Father in heaven. The profession of Social Work is a profession of "Good Work." Seeing the face of Christ in the individuals we serve rewards all those who choose this road to walk. Jesus states it succinctly: "As you serve the least of these you serve me."

Raeann R. Hamon, Ph.D., CFLE
Interim Dean, School of Education and Social Sciences

Letter from the Acting Director

Dear Student:

As Acting Director of the Social Work program, I would like to personally welcome you and let you know that we are happy to have you as part of our department. This is an exciting time to be a part of the Social Work program at Messiah. One of the most recent significant events to occur was the Council on Social Work Education's (CSWE) granting of full, independent, accreditation status to our program in the spring of 2007. Prior to this event, Messiah's Social Work program was accredited in conjunction with Temple University.

We have a talented and hard working group of students in our department. They are very serious about their beliefs and are committed to finding ways to integrate their faith in the profession of Social Work. At Messiah College, there are many opportunities to grow spiritually, intellectually, and socially. Upon graduation, our students have found meaningful jobs and have been successful in pursuing further study in graduate school.

As you begin this part of your life journey, be sure to reach out and embrace all the experiences available to you, both in the classroom and beyond. Belonging to the Messiah College community and the social work program is a first step in a process that will offer countless rewards and ways to become a mature Christian and competent social work professional.

Again, welcome from the social work faculty at Messiah College.

Strength and Peace,

Charles Seitz, Ph.D., MSW, LCSW
Acting Director, Social Work Program
Assistant Professor of Social Work

Faculty

Charles Seitz

Position: Acting Director, Field Placement Coordinator, Assistant Professor of Social Work
Education: Ph.D., Counselor, Education and Supervision, Regent University, Concentration: Instruction in Higher Education, 2006
M.S.W., University of Maryland School of Social Work, Concentration: Clinical Social Work Specialization Certificate: Family and Children's Services, 1986
B.A., University of Maryland Baltimore County, Major: History, 1983
MD and PA Clinical Social Work Licenses
Professional interest: Christian counseling models, Forgiveness issues, Marriage and family counseling, Medical social work, Adolescent pregnancy and sexuality issues, Consultation.
Personal interests: Reading, Art, Traveling, Antiques, Biking and Kayaking.
Other: Husband and Father,
Email address: CSeitz@Messiah.edu

Katie Keith

Position: Lecturer in Social Work
Education: M.S.W., Temple University, Concentration: Clinical Practice; Specialization in Children, Youth & Families, 2007
B.S, Messiah College, Major: Social Work, 2004.
PA License in Social Work submitted May 2007
Professional experiences: Family Therapist for Diakon Lutheran Social Ministries; Case Manager II for Diakon Lutheran Social Ministries; Direct Treatment Worker for Bethanna; Interest in HIV/AIDS in Africa and Forgotten Voices International
Email address: KKeith@messiah.edu

Part-time Instructors:

Darla Henry

Position: Family Design Resources, Inc/ PA Statewide Adoption Network
Education: Ph.D., Social Work, University of Maryland at Baltimore, 1996
M.S.W., University of Michigan, 1978
B.A. Indiana University of PA, 1970
Professional interest: Adoption and Foster Care, Child Resilience
Email address: dhenry@diakon-swan.org

Robert Hewitt

Position: Professor and BSW Field Coordinator, Social Work Dept., Shippensburg University
Education: Ph.D., University of Pittsburgh
M.S.W. Wayne State University, Michigan
B.A. Bluffton College, Ohio
Professional interests: Juvenile Justice, African-American Family Structure, Violence, Interviewing and Counseling Skills, Human Diversity Training, and Balanced and Restorative Justice (BARJ)
Email address: rlhewi@ship.edu

Program Information

Mission of the College

Messiah College is a Christian college of the liberal arts and applied arts and sciences, providing programs leading to the B.S. and B.A. degrees. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian church. The mission of Messiah College is to educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society.

Mission of the School of Education and Social Sciences

The School of Education and Social Sciences contains four departments: Sociology, Social Work, and Criminal Justice, Education, Human Development and Family Science, and Psychology. The mission of the School of Education and Social Sciences is to prepare students to serve God in church, society, and their professions by applying their understanding of human thought, development, learning, social structures, and interactions to complex social issues and environments.

Mission of the Social Work Program

The mission of the Social Work Program at Messiah College is to offer a professional degree with a strong liberal arts foundation that prepares graduates for generalist social work practice at the entry level and/or graduate study. Guided by the accreditation standards of the Council on Social Work Education (CSWE), the program integrates principles of the Christian faith with social work values, knowledge, and skills, along with a commitment to respect diversity and enhancing social and economic justice for all people.

Integration of Faith and Learning

A unique characteristic of the program is the goal of infusing the curriculum with content on spirituality and religion, particularly the Christian faith. The Social Work Program at Messiah College aims to prepare students for effective social work practice with a commitment to Christian values as well as the values of the profession. The program aims to prepare students for service and leadership as Christians in agencies and communities in which they work.

Accreditation

In the spring of 2007, the Council on Social Work Education (CSWE) granted full, independent accreditation to the Social Work program at Messiah. Prior to that date, the program was accredited in collaboration with Temple University. Graduates of the Messiah College Social Work Program are eligible to apply for advanced standing in many graduate schools of social work in the United States. Advanced standing status reduces the number of credits required to obtain a Master's in Social Work degree. Social work graduates are often eligible for licensing or certification in states which license bachelor's level social workers.

Definition of Generalist Practice

The Messiah College Social Work Program incorporates the use of a generalist perspective to assist students in developing a model of practice. Generalist social work practice includes knowledge, abilities, skills and values that: 1) build on a liberal arts orientation, 2) incorporate a systems, strengths and person in environment perspective, 3) are transferable among multiple fields of practice and, practice settings, and 4) are applicable to multiple client systems (individual, family, group, organization, community). A generalist

social worker utilizes a multidimensional framework that: 1) incorporates a problem solving approach, 2) involves self awareness, respect for diversity and a commitment to social/economic justice, 3) draws from various theoretical frameworks and intervention models, 4) views human behavior in the context of the social environment, and 5) recognizes the potential for change.

Educational Goals of the Messiah College Social Work Program

1. To prepare students to be entry-level generalist social work practitioners who combine social work knowledge, skills, and values with a mature Christian faith.
2. To prepare students for graduate study in social work or other related fields.

Program Educational Objectives

Graduates of the Messiah College Social Work Program will emerge as generalist social work practitioners who will demonstrate the ability:

1. To exercise critical thinking, self-reflection, and self-awareness to examine the sources of tension as well as the areas of compatibility between their Christian faith and the secular emphasis of contemporary social work, and the subsequent implications for their professional social work.
2. To understand and adhere to professional social work values and ethics.
3. To apply skills and knowledge of generalist social work to practice with systems of all sizes while ensuring respect for clients' age, class, color, culture, disability, ethnicity, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. To assess situations and apply advocacy strategies using knowledge about the effects of structural inequities based on class, race/culture, gender, sexual orientation, and other forms of oppression in order to influence social change.
5. To understand the relationship of historic social patterns, values, and institutional arrangements, analyze their impact on social welfare policy and services, and formulate strategies to influence current social policy.
6. To understand human behavior from holistic and developmental perspectives and use theoretical frameworks encompassing dynamic interaction on all practice levels and among social, political, cultural, economic, psychological, spiritual, and biological factors.
7. To evaluate and assess the effectiveness of their own and their agencies' practice through critical selection and application of theories and research findings related to social work practice.
8. To communicate effectively verbally, nonverbally, and in writing with the client, systems, agencies, and others.
9. To use supervision and consultation to enhance professional development, the delivery of services, and the interpretation and use of organizational policies and procedures.
10. To understand the dynamic of human service organizations and know how to engage in productive organizational change.

Code of Ethics

The National Association of Social Workers (NASW) Code of Ethics is intended to serve as a guide to everyday professional conduct of social workers. The following excerpts from the Code represent its major principles. Students are responsible for reading and familiarizing themselves with the full Code of Ethics, which is available on the internet at <http://www.socialworkers.org/pubs/code/code.asp>.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.* Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Community Advisory Committee

Mission of the Community Advisory Committee

To promote a reciprocal and ongoing relationship between the Social Work Program and members of the practice community as part of the process of continuous evaluation of educational goals and objectives, curriculum, and field practice in order to enhance social work education at Messiah College.

Role of the Advisory Committee

The Community Advisory Committee will function as an advisory body to the Social Work Program at Messiah College to offer consultation on curriculum and issues relating to program policy and practices. The Committee will meet at least one time each semester and be composed of eight to twelve members including the Director of the Messiah College Social Work Program, the Field Coordinator, two student representatives from the social work program, and four to eight representatives from the practice community. Every effort will be made to enrich the work of the Committee by actively seeking members who reflect racial, cultural, and ethnic diversity as well as diversity in fields of practice.

2007-2008 Committee Members

Eric Saunders, MSW	New Hope Ministries
Darla Henry, Ph.D.	Diakon/SWAN
Bob Hewitt, Ph.D.	Shippensburg University
Peter Fidgett, MA, LSW	Capital Area Intermediate Unit
Marlene Fuller, MSW, LSW	Cumberland County Children and Youth Services
Beth Herbster, MSW	Adoption Services
Joyce Eby, LSW	Hospice of the Good Shepherd

Program Policies

Messiah College Social Work Program Admission Process

The admissions process and criteria reflects the commitment of the Messiah College Social Work Program to preparing students for entry-level generalist social work practice and graduate school attendance. It is the belief of social work faculty that students in the social work major must understand and demonstrate the qualities that uphold the values and ethics of the social work profession and Messiah College. Students must follow a two-step process for admission into the social work program.

Step 1:

Declaration of social work as a major by formally completing required paperwork requesting social work major and submitting necessary forms to the Office of the Registrar. A student must select a major no later than the second semester of the sophomore year in order to allow adequate time for meeting graduation requirements in that major. **The social work major does not grant students course credit for life experience or previous work experience.**

Step 2:

Application for formal admission into the major occurs when the following criteria are met:

1. Completion of the following courses
 - a. SOWK 120 Intro to Social Work and Social Welfare
 - b. SOWK 221 Human Behavior in the Social Environment
 - c. SOWK 250 Helping Processes I: Practice with Individuals
2. Satisfactory progress in SOWK 360 Helping Processes II: Practice with Families

Students will complete a formal admission application (found in the handbook or can be obtained from social work faculty) during the spring semester of their sophomore year or when the above criteria are met. Applications should be completed and submitted by March 25th to the Program Director.

Applications will be screened by a committee consisting of social work faculty (Program Director and Field Coordinator) and one or two Community Advisory Committee members. Acceptance is based upon the assessment of the student's capability to achieve academic success, the possession of a value base consistent with professional social work values and ethics, the student's interest in and commitment to the profession of social work, and the student's commitment to integration of principles of Christian faith with social work knowledge, skills, values, and ethics.

Under most circumstances, the student will be notified in writing of the status of their application no later than April 15th.

Students can be admitted to the major under the following conditions:

Admission to the social work major

Students who meet the following requirements will be granted admission to the social work program:

GPA of 3.0 in all SOWK classes

2.5 GPA overall

Earn no lower than a 2.0 in any SOWK class

Meets ethical and professional requirements outlined on the Formal Application for Admission

If at any time a student falls below these requirements, their status will be reviewed by social work faculty and conditional status may be imposed. Students are expected to notify their advisor within two weeks if this occurs.

Conditional admission to the social work major

Students not meeting all four of the requirements will be considered for conditional status if at least two of the requirements are met.

*Students achieving conditional status must develop a plan in consultation with their advisor to earn admission status and will have their application reviewed in six months to **evaluate change in status**. A plan will be submitted to the Program Director within four weeks of receiving notification of conditional status. Students on conditional status are not eligible for senior field placement (SOWK 490).*

Non-admission to the social work major

Students who do not meet at least two of the requirements are not admitted to the social work program and may not register for Helping Processes III or IV. Students may reapply in the next semester.

In addition to these criteria, the following conditions apply:

- Any students on academic probation are not able to apply for admission until their GPA is above a 2.0. These students may not schedule any further social work classes until their GPA is above a 2.0.
- Students who have not achieved full admission to the program (i.e. have conditional admission) must be reviewed by the Program Director and Field Coordinator prior to registering for SOWK 484 Preparation for Field Practice. The faculty must agree to grant an exception to policy in order for the student to proceed into the senior field component of the program.
- For external transfer students, the admission decision will be deferred until the fall if they are taking SOWK 360 Helping Processes II: Practice with Families in their first semester at Messiah College. This is so first semester grades can be received and evaluated.

The admissions committee promptly informs the student's faculty advisor of the student's admission status. The advisor works with students with conditional admission to develop a plan to achieve full admission to the social work major. If a student was not admitted to the major, the faculty advisor helps the student review options and make other plans to change to another academic major.

The process of applying for formal admission helps students clarify and demonstrate their academic progress and achievement, their values and ethical beliefs and practices as consistent with the social work profession and principles of Christian faith, and their commitment to the practice of social work. Through writing personal statement addressing these areas, students present to the admissions committee a collective account of their experiences, beliefs, and concerns related to their current point in the program. The committee is then able to assess the students based on the content of the statement as well as the students written communication skills.

Resource: We appreciate the groundwork done by Shippensburg University Social Work Department on this approach. We adopted our material from their example.

Messiah College Social Work Program

Application for Admission

Name _____ Student ID # _____
Social Security Number _____ - _____ - _____
Campus Address _____ Campus Phone # _____
Campus E-mail _____
Home Address _____ Home Phone # () _____

Place a check mark beside the following classes that you have completed or are currently taking.

- _____ SOWK 120-Introduction to Social Work
_____ SOWK 221-Human Behavior in the Social Environment
_____ SOWK 250- Helping Processes I
_____ SOWK 360- Helping Processes II

Cumulative GPA _____

GPA in Social Work _____

As part of your application for admission to the Social Work major, you must write a statement which addresses the five areas listed below. This statement will be used as a method of assessing your basic writing skills and to aid the committee in making a decision about your application for admission. Your typewritten statement on separate paper should be no longer than three double spaced pages in length. Please follow the outline headings as shown below to organize your written statement. The five areas that you will address in your statement are:

- I. Discuss the major reasons for your interest in the profession of social work.
- II. Describe your commitment and accomplishments in school, work, community service, and in your personal life.
- III. What experiences have you had which make you feel that you can work effectively with people from diverse populations reflecting religious, racial, ethnic, handicapped status, socioeconomic, gender, and sexual orientation differences?
- IV. What difficulties would you feel that you might have as an individual in working with any of the groups listed above? (Please be specific).
- V. Discuss experiences you have had involving integration of your faith with social work practice, values, and ethics.

When you have completed your statement, please send it to Charles Seitz, Acting Program Director, Boyer 356.

Application for Admission (continued)

The following section of the Application for Admission is optional. Providing this information is strictly voluntary and will not affect acceptance decisions. Any information will be used primarily for student profile information and may be used in self-study reports to the Council on Social Work Education (CSWE).

Please *circle* the appropriate category of information:

Gender:

- Male
- Female

Age group:

- 1) Under 20
- 2) 20-25
- 3) 26-40
- 4) 41-60

Ethnic group:

- 1) Native American
- 2) Asian American
- 3) African American
- 4) Latino
- 5) Puerto Rican
- 6) Caucasian
- 7) Other_____

Transfer Credit

Students coming to Messiah College from a two or four-year institution can be given credit for general education and social work courses taken at the previous institution. Credit is granted based on the policies set forth by the Office of the Registrar (see College Catalog – Transfer Students). Messiah College carefully evaluates courses taken at other colleges and universities to guard against repeated content. The Program Director evaluates all social work courses for equivalencies within the social work curriculum. In most cases, all transfer students will take at least two practice courses at Messiah College to ensure all social work students have a foundation consistent with the goals and objectives of the Messiah College Social Work Program.

Advising

Academic advising is an essential component of the college experience. Academic advisers help students develop plans that are consistent with their academic and career goals. An adviser can assist you in your selection of courses and programs in accordance with your interests, abilities, academic progress, and goals. He or she may also help you with your initial exploration of long-range occupational and professional plans and help you integrate your academic pursuits with your lifetime goals and vocational aspirations. Social work faculty advisors have an open door policy and encourage students to stop in any time the faculty are available. Appointments are recommended so student and faculty time is used as efficiently as possible.

Although students are personally responsible for planning their academic program to meet all graduation requirements, faculty advisers help students make effective academic choices compatible with their life goals. You will meet with your academic advisor *at least once* per semester, usually around the time of scheduling classes. Social work faculty advisors will post a sign-up sheet on their door in advance of scheduling week. All students must sign up for an advising time prior to their scheduling appointment. This will help ensure that students take classes in accordance with the program plan. In preparation for the advising session, students should review their course record and prepare a draft schedule of classes and the times they prefer. This will facilitate the meeting with the advisor and maximize time spent in the session. In addition to speaking with an academic adviser, there are many ways that you can find the information that you need or want on your own. See Student Resources for more information.

Typically, students remain with the same advisor throughout their educational experience. In some instances, it may be necessary for a student to change advisors. If the social work faculty precipitates the change, the student will be notified of the change and assigned a new advisor. A grievance procedure is available for students who feel they are inadequately or inappropriately advised. A written request for a change of advisor with documentation regarding the areas or concern should be submitted to the Department of Sociology, Social Work, and Criminal Justice. After meeting with all parties involved, a decision is given within 10 days.

Conference Attendance Policy – Student Professional Development

Professional conferences are held during the year and provide a forum for students to network and become engaged in the profession of social work and various professional organizations. Social Work faculty encourage students to attend professional conferences and workshops by providing information about upcoming conferences and coordinating student attendance. The Social Work program shows support of student attendance by subsidizing, when possible, student registration fees. Students are responsible for all transportation to and from the conferences and lodging while at the conference. Every effort will be

made by the faculty to assist students in arranging for conference attendance. Students are expected to volunteer at conferences in order to reduce fees.

Malpractice Insurance

The following information describes the Professional Liability Coverage that the college provides for students doing internships and/or field placements. It is your responsibility to determine if the coverage is adequate, or if additional coverage should be purchased.

Named Insured: Messiah College

Policy Period: September 1, 2007 to September 1, 2008 (verified as of August 31, 2007)

Limits of Liability: The liability for each claim including expenses under this policy shall not exceed - \$1,000,000; and, subject to that limit for each claim, the total limit of liability for all claims including claim expenses under this policy shall not exceed the aggregate - \$3,000,000.

Deductible: \$10,000

In most cases involving internships or practicums, cooperating agencies request proof of insurance. This proof is known as a "Certificate of Insurance" and may be requested through Lisa P. Snyder by using the contact information listed below. In order to request a certificate, the student must provide the name of the agency, the contact person at the agency, that person's mailing address, telephone number, and fax, as well as the dates the student is doing the internship or practicum. The student must also provide his or her name and the name of his or her faculty advisor. The insurance broker will be contacted and the certificate will be issued to the requesting agency and to the college for the faculty advisor.

The Office of the Vice President for Operations is responsible for securing insurances on behalf of the college. For more information, contact the office of the Vice President for Operations at (717)766-2511, extension 2080.

Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Scholastic dishonesty constitutes a serious violation of community standards at Messiah College. Any act which involves misrepresentation of the student's academic work or that abridges the rights of others to fair academic competition is forbidden. **Procedures for violations of academic integrity and penalties for violations of the Academic Integrity Policy are described in the Messiah College Student Handbook.** Academic dishonesty includes plagiarism, cheating on assignments or exams, submission of the same (or substantially the same) paper in more than one course without the prior consent of all instructors concerned, depriving others of necessary academic sources, and sabotaging another student's work. These violations are described below:

Plagiarism:

Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating:

Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.

Fabrication:

Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records:

Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.

Facilitating Academic Dishonesty:

Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses:

Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

Unfair Advantage:

Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Racial/Ethnic Harassment Policy

Context

Messiah College deplors all incidents of harassment, intimidation and discrimination. Any act of harassment, intimidation, or discrimination, whether it be committed intentionally or unintentionally, by employees of the College or students, is contrary to the ideals of the Christian faith, the College ethos, and our educational mission. Furthermore, such harassment has undesirable psychological, social, and educational consequences and may be illegal. We work to create a welcoming community which is characterized by the biblical vision for justice, respect, diversity, and shalom. However, we are a human community and, thus, prejudice and harassment may occur at times on our campus. Because these sins may mar the ideals of our community, this policy is designed to protect those who may be victimized by prejudice and discrimination.

The College has a "zero tolerance" policy toward all forms of harassment, intimidation, and discrimination related to skin color, race (and related physical characteristics), cultural heritage, ethnicity and nationality. This means that the College will respond promptly and firmly to incidents in ways that are educational and redemptive, and which encourage personal responsibility. The College will consider a full range of disciplinary actions and other responses appropriate to the situation to address the needs of both the offender and the victim. Messiah College affirms its commitment to maintain a learning and working environment which is fair, respectful, and free from all forms of harassment.

Policy

Harassment, intimidation, or discrimination on the basis of physical or cultural characteristics, such as skin color, race (and related physical characteristics), national or ethnic origin, and cultural heritage is a violation of community standards. In order to cultivate a creative learning environment, Messiah College encourages free inquiry and expression within the bounds of our Christian commitments. As an educational community we seek to promote learning environments that foster respectful dialogue, exchange, and inquiry for the purposes of educational transformation. Members of the community have the right to hold and defend a

variety of viewpoints within an educational setting. For educational purposes, required reading(s), educational activities (videos, projects, discussions, etc.), music, drama, or art may include historical information that portrays groups or individuals in a pejorative fashion. Educators carry responsibility for directing these activities with care and sensitivity. To clarify the point at which protected free expression ends and prohibited discrimination and harassment begins, the following guidelines shall apply:

- Prohibited discrimination includes practices, policies, and actions which disadvantage an individual or group on the basis of characteristics such as their skin color, race (and related physical characteristics), culture, and national or ethnic origin.
- Prohibited harassment includes intimidation by threats and/or actual physical or emotional harm.
- Speech and other forms of expression by students or employees constitute racial or ethnic harassment if, on the basis of skin color, race (and related physical characteristics), culture, and national or ethnic origin, they: directly demean, insult, or stigmatize an individual or a group or make use of insulting or “fighting” words or non-verbal symbols.

Sexual Harassment Policy

It is the policy of Messiah College to prohibit sexual harassment of its employees and students in any form. In maintaining this policy the College seeks to assert basic Christian precepts, to affirm ethical standards universally accepted in the workplace, and uphold existing laws. Any practice or behavior that constitutes sexual harassment will not be tolerated. Prompt and effective action will be taken to investigate and remedy the situation. Sexual harassment is essentially a display of power intended to intimidate, coerce, embarrass, or degrade another person. Usually, the harasser has power over the victim (such as a supervisor over a subordinate employee, a faculty member over a student, or a physically larger person over one of smaller stature) and seeks to exploit that differential in power. In any form, such behavior undermines the atmosphere of trust and collegiality, which Messiah College seeks to foster, and is unacceptable.

Definition of sexual harassment: Sexual harassment in the workplace is prohibited under Title VII of the Civil Rights Act of 1964. Under Title IX of the Education Amendments of 1972, sexual harassment of students is a prohibited form of gender discrimination because it denies or limits, on the basis of sex, a student’s ability to participate in or benefit from the College’s programs. Both males and females are protected by law from sexual harassment. Moreover, the law prohibits sexual harassment regardless of the sex of the harasser; i.e. even if the harasser and the person being harassed are members of the same gender. The following conduct violates Messiah College policy and is illegal:

Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education, (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting an individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual’s academic or work performance or is so severe and pervasive that it creates an intimidating, hostile, or offensive educational or employment environment. Examples of behavior that may constitute sexual harassment include (but are not limited to) the following:

- a. subtle pressure for sexual activity
- b. unnecessary brushes or touches
- c. offensive sexual graffiti
- d. disparaging remarks about one’s gender
- e. physical aggression such as pinching and patting

- f. sexual innuendoes or persistent use of sexually suggestive language which another person finds offensive, demeaning, or otherwise inappropriate
- g. verbal sexual abuse disguised as humor
- h. obscene gestures
- i. sexist remarks about a person's clothing, body, or sexual activities
- j. conditioning an educational or employment decision or benefit on submission to sexual conduct

Messiah College's concern with abuses of power which may find expression in sexual contexts extends beyond the specific behavior indicated in federal and state law. Students should refer to the Community Covenant and behavioral standards which are broadly applicable to members of our community.

Americans with Disabilities Act Compliance

In compliance with the Americans with Disabilities Act (ADA), Messiah College does not discriminate against students or employees with disabilities. Efforts are made to arrange effective accommodations for any qualified person. You may present current evidence of a disability to Disability Services. For further information, see the Student Resources section on Disability Services.

If you have a documented disability and wish to discuss needed academic accommodations for a specific course, please speak with the instructor as soon as possible. Campus policy states that disability accommodations must be pre-approved through the Office of Disability Services, located now in 101/102 Hoffman (phone: x5358).

Student Rights and Responsibilities

The rights and responsibilities of students in the social work program are included in the Messiah College Student Handbook under the Community Covenant. The Community Covenant describes the benefits, responsibilities, and expectations for students living in the community of Messiah College. All students must agree to abide by the Covenant and sign a statement affirming their commitment. The Messiah College Student Handbook also delineates all policies concerning students including participation in the College governance system. All College councils and committee have student participation, many (e.g. Academic Council, Admissions and Financial Aid, Community Standards, Curriculum, Gender Concerns, Community of Educators Senate) give students voting privileges. The Student Government Association (SGA) represents student concerns to the College Administration and coordinates student representation to College councils and committees.

The social work program does not have a separate set of policies and procedures for social work students. However, social work faculty, in keeping with the goals and objectives of the program, encourage students to be active members of the Messiah College community and participate in efforts to promote advocacy on campus. Social work student representatives are part of the Community Advisory Committee and attend all meetings. They regularly contribute to discussions regarding policies affecting students and program development.

Criteria for Evaluating Academic and Professional Performance

Criteria for evaluating student academic performance are clearly listed on the syllabus for each course. The instructor reviews criteria for grading, course expectations, attendance policy, and academic integrity at the beginning of each semester. In each Social Work major course, students are expected to demonstrate development in understanding and adhering to the standards of the social work profession. At the middle and end of each semester, students will be evaluated on their demonstration of professional behavior. Satisfactory progress in these areas is a requirement for professional practice and participation in field placement. The criteria for evaluating student professional performance during the field experience are included on the field evaluation form. Students in the sophomore preliminary practice experiences and seniors in the field semester discuss the grading criteria, evaluation, and expectations frequently during the course to ensure student understanding.

General academic standards for Messiah College are specified in the current College Catalog. The information in the College Catalog specifies expectations and procedures for academic requirements, probation, suspension, and appeals.

The social work program requires students to adhere to the policies and procedures set forth by the College regarding academic standards. In addition, the social work program expects social work majors to uphold the professional conduct and ethical standards of the social work profession, as identified in the NASW Code of Ethics. In evaluating professional performance, it is necessary to understand that the client skills and professional behavioral expectations taught and expected to be in evidence in the field setting, and on which students are graded, are defined as being academic in nature. In other words, inadequacies and deficits in the behavioral components of the social work program are dealt with through the grading system. For example, students who demonstrate inability to form non-judgmental relationships, or who give evidence of an inability to respect client self-determination would not likely pass the field practice course. This would jeopardize their academic standing in accordance with the policies and procedures for full admission to the program.

The social work program defines the NASW Code of Ethics as the standards for professional performance. Excerpts of the NASW Code of Ethics appear in the Student Handbook and Field Manual along with the link to access the full code online. The code is reviewed in some form in all courses, with special emphasis in the practice courses as it relates specifically to practice issues. In addition, the social work program expects students to adhere to the Community Covenant, which functions as a Code of Conduct for Messiah College and the social work program. The NASW Code of Ethics, the Community Covenant, and the professional performance expectations and grading standards of field work all work together when assessing student professional performance and, when indicated, proceeding toward disciplinary action of students (including termination).

Professional Performance Expectations:

- Attendance at all classes
- Punctuality
- Come to class prepared (readings and assignments completed)
- Complete all assignments on time and to the best of their ability
- Actively participate in class discussions and activities
- Notify the instructor prior to class of illness or legitimate need to miss class
- Work collaboratively and cooperatively with others
- Demonstrate respect for others' opinions

Messiah College Social Work Program

- Demonstrate a willingness to understand and respect diversity regarding race, color, gender, age, religion, ethnicity, disability, and sexual orientation
- Use self-disclosure appropriately
- Demonstrate use of critical thinking skills
- Demonstrate consistency in written communication
- Clearly articulate ideas, thoughts, concepts through effective oral communication

In addition, the social work program recognizes that students may display difficulties understanding and adhering to standards of the profession (e.g. values and ethics set forth in the NASW Code of Ethics, skills and knowledge of social work practice). In preparing students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by continuously monitoring student professional performance and addressing concerns with the student through advising and grading. Social work faculty meet regularly to discuss concerns about student academic and professional performance. If a student displays behaviors deemed unprofessional (see professional performance expectations listed below) the faculty discuss the student concerns and agree on a plan to address the concerns. The procedure for addressing concerns about student academic and professional performance not covered by College policy is described below.

Professional Performance Review

_____ Mid-Semester OR _____ End of Semester (Check One)

Student:

Course:

Social work education serves the function of assuring that competent persons enter the social work profession. The Messiah College Social Work program is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of social work. Given the nature and scope of professional social work practice, academic and professional performances are assessed on an ongoing basis (See Student Handbook, Criteria for Evaluating Academic and Professional Performance). In each social work major course, students are expected to demonstrate development in understanding and adhering to the standards of the social work profession. At the middle and end of each semester, students will be evaluated on their demonstration of professional behavior. Satisfactory progress in these areas is a requirement for professional practice and participation in field placement.

The social work faculty is committed to helping students be successful academically and professionally. The purpose of the mid-semester review is for faculty to give written feedback to students on their progress regarding professional performance. The mid-semester report is intended as a means for students to gauge their professional development based on expectations of the profession and social work program faculty.

The end of semester evaluation is intended as a more formal assessment of the student’s professional performance over the course of the semester. **Students who do not meet expectations for any performance area are required to meet with the instructor** to discuss the identified problem and develop a plan to address the issues and work toward meeting the expectations for professional performance. **The student will be given an “incomplete” for the course until this requirement is met.**

The instructor assesses students in each area and assigns one of the following ratings:

- 1 exceeds expectations
- 2 meets expectations
- 3 does not meet expectations

Work ethic

- ___ Attends all classes
- ___ Punctuality
- ___ Comes to class prepared (readings and assignments completed)
- ___ Complete all assignments on time
- ___ Completes all assignments to college level standards
- ___ Actively participates in class discussions and activities
- ___ Notifies the instructor prior to class of illness or legitimate need to miss class
- ___ Works collaboratively and cooperatively with others

Comments:

Respect for diversity

Demonstrates respect for others' opinions

Demonstrates a willingness to understand and respect diversity (including but not limited to race, gender, age, religion, ethnicity, disability, and sexual orientation)

Comments:

Self awareness

Demonstrates use of critical thinking skills

Uses self-disclosure appropriately (demonstrates understanding of when, why, and how self-disclosure is used)

Manages constructive criticism

Comments:

Written and oral communication

Demonstrates college level standards for written communication

Demonstrates developmental knowledge and use of APA style format

Clearly articulates ideas, thoughts, concepts effectively through oral communication

Comments:

Networking

Participates and/or assists in professional development activities (e.g. Social Work Club, Phi Alpha, professional social work conferences, meetings, workshops)

Comments:

If the following is checked, the student is responsible for scheduling a meeting to meet with the Instructor to discuss professional performance concerns.

Meet with Instructor

Procedure to Address Professional Performance Issues

Any faculty with concerns about student professional performance shall request a conference with other social work faculty to address the concerns. The following procedure will be followed:

1. Faculty will meet to develop a plan to address the concerns. Actions described in the plan can include (but are not limited to)
 - a. Student in Difficulty Notification
 - b. Recommendation and plan for remedial action presented to student
 - c. Contract with the student that designates the corrective action, signed by all parties (i.e. student, faculty)
 - d. Rationale for dismissal from the social work program
2. The faculty will meet with the students to present the recommended written plan of action.
3. The student may appeal the decision by submitting a written proposal to the Chair of the Department of Sociology, Social Work, and Criminal Justice within 10 days.
4. If there is not satisfactory resolution, the student can further appeal to the Dean of the School of Education and Social Sciences.

Procedures for Dismissal from the Social Work Program

Procedures for dismissing students for reasons of academic performance are clearly stated in the 2005-06 Messiah College Catalog (p.59- 68). The dismissal of students for academic reasons is defined as an academic matter and adjudicated through the Office of the Registrar. Students in the social work program who do not meet academic qualifications for admission to the major face consequences in that they are not eligible for senior field placement (SOWK 490). The social work faculty advisor counsels students not meeting academic standards as to options available (e.g. transfer to another major).

In order to nurture personal growth and maintain an atmosphere conducive to learning, Messiah College expects students to be accountable to community standards that promote responsible membership to the College community. Disciplinary procedures are designed to educate students, promote restoration and community responsibility, and treat students justly. Procedures for dismissal for non-academic reasons are clearly stated in the Messiah College Student Handbook. Student disciplinary procedures (p. 102-106) address behaviors that violate the community covenant and violation of the law. These violations are considered not acceptable professional performance by the social work program, and would come to bear on the admission procedure for social work majors. Any social work student under College disciplinary action for reportable infractions (see list below) must report the violation and corrective action in writing to their advisor.

Reportable Infractions

Infractions listed below for which social work students have been found responsible will be reported to the Program Director by the student and/or student's advisor. Social work faculty will review reported incidents and determine a course of action for the student involved.

Reportable infractions include:

- Any violation of the *Academic Integrity Policy* published in the current *Messiah College Student Handbook*. Violations of the *Academic Integrity Policy* include (but may not be limited to) the following offenses: plagiarism, cheating, fabrication, misrepresentation of academic records, facilitating academic dishonesty, computer offenses, unfair advantage.

- A finding of responsibility by the Messiah College disciplinary process or an arrest by an off-campus police agency for any of the following offenses:
 - Underage drinking
 - Discriminatory behavior: racial, gender
 - Harassment behavior: abusive, sexual
 - Personal dishonesty: stealing and/or theft of services
 - Possession and/or use of illegal drugs
 - Campus possession of college-banned weapons, for ex. firearms
 - Willful destruction of property
 - Initiating bomb scares and/or false fire alarms
 - Other incidents as identified by the Dean of Students.

If the student has previously gained conditional or full acceptance to the major, and/or is currently in a field placement, any violations resulting in disciplinary probation, suspension, or expulsion will result in immediate review by the program director and field coordinator to determine appropriate action (suspension or expulsion results in immediate like action for a student in field). If the student has not applied for formal admission, the admissions committee will consider the disciplinary action during evaluation.

A student who fails to satisfy the requirements of this policy will jeopardize admission to, and retention in, the social work major. The social work faculty is responsible for determining compliance with this policy, and may consider particular circumstances of student violations, including a student's prompt self-report of the violation, and any remedial effort made by the student.

Any student deemed by the social work faculty to fail to satisfy these criteria may appeal within ten days of the social work faculty's decision to the Chair of the Department of Sociology, Social Work, and Criminal Justice, who shall render a final written determination within ten days of receiving the appeal.

Assessment of the Social Work Program

The social work program regularly engages in formal and informal evaluation to assess students' progress toward the program goals and objectives, and social work program progress toward goals. Given the small number of faculty and students, some of the evaluation is informal and consists of feedback solicited by the faculty as students are advised and engaged in informal meetings. This allows faculty and students the forum to discuss integration of Christian faith into practice, and allows for observation of students professional and personal growth. Students are regularly given the opportunity to informally meet with faculty during lunch, breakfast, and through the open door policy explained to students in all course syllabi, which enables students to meet with faculty any time faculty are in their office, regardless of posted office hours.

Formal evaluation of student progress toward program objectives, and program progress toward goals is ongoing and occurs at regular intervals. Data on student progress is collected through student performance on class assignments, formal admission to the major, field practice evaluations, senior portfolio, graduating student exit interviews, and alumni surveys.

Progress of the Messiah College social work program toward program goals is formally measured in two ways. First, field instructor feedback, senior exit surveys, and alumni surveys all provide data to the program that is used to evaluate and assess program progress. Second, the social work faculty strongly believe that student progress reflects and directly correlates to program progress.

Messiah College Social Work Program

The Senior Exit Survey is administered to graduating seniors during the spring semester. Students are encouraged to complete the survey so program faculty continuously assess and make changes to the program. The Alumni survey is administered every two years to graduates of the social work program who have updated contact information. Every effort is made to keep contact information current, and graduates are encouraged to keep the program and Messiah College Alumni Office informed of changes in address and employment.

Senior Exit Survey

This exit survey has been designed to gather important information that will assist the Messiah College Social Work Program in evaluating the effectiveness of its program. Your responses are completely confidential and provide valuable information. Please share your thoughts honestly and accurately. Your participation is appreciated.

Background Information

The following section of the Exit Survey is optional. Providing this information is strictly voluntary; any information will be used primarily for student profile information and may be used in self-study reports to the Council on Social Work Education (CSWE).

Please *circle* the appropriate category of information:

- | | | |
|-------------------|----------------------|-------------------------|
| 1. <i>Gender:</i> | 2. <i>Age group:</i> | 3. <i>Ethnic group:</i> |
| Male | 1) Under 20 | 1) Native American |
| Female | 2) 20-25 | 2) Asian American |
| | 3) 26-40 | 3) African American |
| | 4) 41-60 | 4) Latino |
| | | 5) Puerto Rican |
| | | 6) Caucasian |
| | | 7) Other_____ |

4. How many years were you enrolled at Messiah College?
Did you attend Philadelphia Campus? If so, how many semesters?
5. Are you a transfer student?
6. What is your cumulative GPA?
7. Are you planning to attend graduate school in the next year? If so, where?
8. Are you a member of a social work professional organization? If so, which one(s)?
9. Do you have a job in social work or are you currently looking for one?

Satisfaction with Faculty

Please rate the faculty in the following areas:

10. Knowledge base
- | | | | | |
|-----------|------|----------|------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| very poor | poor | adequate | good | excellent |

Comments:

11. Teaching effectiveness

1	2	3	4	5
very poor	poor	adequate	good	excellent

Comments:

12. Role modeling as social work professionals

1	2	3	4	5
very poor	poor	adequate	good	excellent

Comments:

13. Accessibility

1	2	3	4	5
very poor	poor	adequate	good	excellent

Comments:

14. Academic advising

1	2	3	4	5
very poor	poor	adequate	good	excellent

Comments:

15. Being student centered

1	2	3	4	5
very poor	poor	adequate	good	excellent

Comments:

Volunteer Opportunities and Field Placement Activities

18. Do you think that the Social Work Program places a strong emphasis on human services volunteer opportunities in local communities?

Yes

No

19. If yes, please explain if this was helpful to you and why. If no, do you think this should be changed?

20. Do you think the program places a strong emphasis on field placement activities such as sophomore field experience and senior field placement?

Yes

No

21. If yes, please explain if this was helpful to you and why. If no, do you think this should be changed?

Curriculum Content Areas

Please rate your satisfaction with your preparation in the following areas. Please note: this is not asking about specific courses. These are content areas that are infused throughout the curriculum:

22. Human behavior in the social environment

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

23. Research

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

24. Practice skills (individual, family, group, and community)

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

25. Field Practice

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

26. Populations at risk

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

27. Policy and services

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

28. Human diversity

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

29. Promotion of social and economic justice

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

30. Values and ethics

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

31. Self-awareness

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

Program Climate

Please rate your satisfaction with the Program's performance in the following areas:

32. Creating a sense of community

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

33. Providing opportunities for interaction with other students

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

Professional Development

Please rate your satisfaction with your preparation for, or opportunities in, the following areas:

34. Networking with other professionals

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

35. Leadership

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

36. Collaboration

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

37. Using Technology

1 2 3 4 5
very unsatisfied unsatisfied neutral satisfied extremely satisfied

Comments:

Communication

38. Do you feel you were appropriately and adequately informed of policies, practices, and requirements of the Social Work Program?

Yes No

39. If yes, please explain what methods of communication were most helpful to you and why. If no, please explain where you think communication could be more effective and how you think communication could be improved.

Integration of Faith

40. Do you think the program exhibits a marked effort to integrate faith and social work practice?

Yes

No

41. If yes, please explain if this was helpful to you and why. If no, do you think this should be changed? How could it be changed?

Additional Comments

Please comment on anything about the Messiah College Social Work Program that you feel was not addressed in this survey or that you would like to expand on. Thank you for your participation.

Note: Parts of this exit interview have been adapted from the Shippensburg University Department of Social Work.

Messiah College Alumni Survey

Messiah College Social Work Program
Alumni Survey

1. Please type your name (optional):
2. Please type your current address (optional) :
3. Please type your email address (optional):
May we add it to our records? ___yes ___no
4. What year did you graduate from Messiah:

5. Are you currently employed as a social worker?
 - a. Yes _____ (please specify job title and employer)
 - b. no
6. Have you ever been employed as a social worker?
 - a. Yes _____ (please specify where and for how long)
 - b. No
7. Have you ever been licensed to practice as a social worker?
 - a. Yes _____ (please specify what state)
 - b. No
8. If no, do you plan to seek licensure?
 - a. Yes
 - b. No
9. Have you been involved in any graduate and/or further education?
 - a. Yes _____ (please specify where and what degree)
 - b. No _____ (please specify any further plans you may have)

The following questions refer to your education in the Messiah College Social work program. Please answer in reference to your social work classes at Messiah College.

Use the following categories:

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree
- e. Not sure

1. My social work education at Messiah College helped increase my self-awareness.
Comments:
2. My social work education helped me to develop critical thinking skills.
Comments:
3. My social work education helped me to integrate my faith into social work practice.
Comments:
4. My social work education prepared me to understand professional social work values and ethics.
Comments:
5. My social work education at Messiah College prepared me for generalist social work practice.
Comments:
6. My social work education prepared me to work with diverse populations.
Comments:

7. My social work education increased my knowledge about the structural inequities (based on race, class, gender, sexual orientation) and other forms of oppression.

Comments:

8. My social work education helped me understand the influence of policy on social work services.

Comments:

9. Because of the social work education I received at Messiah College, I am able to formulate strategies to influence current social policy.

Comments:

10. My social work education helped me to view human behavior from a holistic perspective.

Comments:

11. My social work education helped me to view human behavior from a developmental perspective.

Comments:

12. My social work education prepared me to evaluate the effectiveness of my practice.

Comments:

13. My social work education prepared me to communicate effectively in professional situations.

Comments:

14. My social work education prepared me to use supervision effectively.

Comments:

15. My social work education prepared me to understand the dynamics of human service organizations.

Comments:

16. My social work education prepared me to engage in productive organizational change.

Comments:

17. Overall, how well would you say Messiah College prepared you for social work practice:

- a. very well
- b. well
- c. Somewhat well
- d. Not very well

ONLY IF YOU PURSUED GRADUATE or FURTHER EDUCATION:

18. Overall, how well would you say Messiah College prepared you for graduate or further education?

- a. very well
- b. well
- c. somewhat well
- d. not very well

19. If you could change anything about your education at Messiah College, what would it be?

Curriculum

Curriculum Overview

The Social Work Curriculum is designed to reflect the educational goals and objectives of the program. Students must successfully complete all required courses to graduate. Courses with prerequisites are noted. The curriculum incorporates general education requirements; further information on such requirements may be found in the Messiah College Course Catalog.

Social Work Major— (76 credits)

- SOWK 120 Introduction to Social Work and Social Welfare (3)
- SOWK 250 Helping Processes I: Practice with Individuals (4)
- SOWK 360 Helping Processes II: Practice with Families (4)
- SOWK 221 Human Behavior in the Social Environment (3)
- SOWK 420 Social Welfare Policies in the United States (3)
- SOWK 365 Human Diversity and Social Interaction (3)
- SOWK 372 Helping Processes III: Practice with Groups (3)
- SOWK 382 Topics in Social Work (3)
- SOWK 385 Introduction to Research in Social Work (3)
- SOWK 475 Helping Processes IV: Practice with Communities and Organizations (3)
- SOWK 484 Preparation for Field Practice (1)
- SOWK 485 Seminar in Social Work (3)
- SOWK 490 Field Practice in Social Work (12)
- PSYC, HDFS, or SOCI elective (3)
- ANTH 101 Introduction to Cultural Anthropology (3)
- PSYC 101 Introduction to Psychology (3)
- SOCI 101 Principles of Sociology (3)
- HIST 104 US History Survey Since 1865 (3)
- BIOL 258 Human Biology (4)
- STAT 269 Introductory Statistics (3)
- ECON elective (3)
- POLI 113 American Government (3)

Course Descriptions

SOWK120 Introduction to Social Work and Social Welfare (3)

Exploration of the history and values of Social Work as a profession and social welfare as an institution, both of which have grown from our common human needs and social problems in modern, industrial society. The course will discuss different practice areas of social work and begin to develop an understanding of the service delivery system through discussion of values, ethics, and fields of practice. A philosophical, theoretical and historical framework for Social Work and social welfare will be developed focusing on populations at risk and the promotion of social and economic justice. Meets General Education Social Science requirement.

SOWK 221 Human Behavior in the Social Environment (3)

Examination of the person as a bio-psycho-social-spiritual-cultural being and the processes by which human development occurs throughout the life cycle. There will be an exploration of the dynamic interrelationships

between biological, psychological, spiritual, and environmental factors that create human diversity and likeness. Content will utilize current research and empirically based theories to focus on the interactions of individuals, groups, society, and economic systems.

SOWK 250 Helping Processes I: Practice with Individuals (4)

This is the first course offered in the practice series and is designed to introduce students to the philosophy and characteristics of helping relationships within the generalist framework in Social Work. It introduces basic relationship building, communication, social work principles and values, critical thinking and problem solving skills for use with any client system (individual, family, group, organization, community), but has a primary focus on working with individuals within a social context. A one-day per week practicum experience runs concurrent with coursework and offers an opportunity for students to begin understanding, evaluating and assessing practice. Limited to Social Work majors or permission of the instructor. Prerequisites: SOWK 120 and SOWK 221.

SOWK 360 Helping Processes II: Practice with Families (4)

This course is the second class offered in the practice series and will begin to develop specific helping skills for generalist Social Work practice. Topics will include the problem-solving model, and will develop interviewing, assessment, treatment planning and evaluation skills. Family development issues will be addressed. A primary focus of this course will be the development of a knowledge base and the skills necessary to provide Social Work intervention with families at risk. A one-day per week practices experience runs concurrent with coursework. Limited to Social Work majors or permission of the instructor. Prerequisites: SOWK 250

SOWK 420 Social Welfare Policies in the U.S. (3)

This course will introduce students to the arena of social welfare policy and the sociopolitical environment in which welfare policy takes place. A primary intent of the class is to develop an essential capacity for the examination and critical analysis of the dynamics of social welfare policy. Selected areas of policy will be examined using theoretical and analytical that have broad application. The enrichment of the student's understanding of the central role of policy in social welfare and the enhanced ability to scrutinize and evaluate current and proposed policies are primary course objectives. Course will focus on the implementation of advocacy strategies to combat discrimination and to promote social and economic justice.

SOWK 365 Human Diversity and Social Interaction (3)

This course is designed to introduce and sensitize students to the forms, practices and effects of racism, discrimination (cultural, religious, gender, sexual orientation) and other forms of oppression and economic deprivation. It will examine the historical and theoretical foundations of discrimination as an ideology. Specifically, the role and complex interplay of systems and oppression in education, human services, housing, law, business, prisons and other institutions will be discussed. Focus will also be placed on the central themes and role of Social Work in addressing these issues and will integrate social and economic justice content grounded in an understanding of distributive justice, and human and civil rights. The course will develop the concept of the need to promote and understanding, affirmation and respect for people of diverse backgrounds. This course meets the General Education Pluralism requirement.

SOWK 372 Helping Processes III: Practice with Groups (3)

This is the third class in a series of practice courses in Social Work. The course examines the dynamics of the small group. Different theoretical conceptualizations of the role of the social worker in the group are discussed. Concepts such as group dynamics, norms, and roles are examined. Group leadership skills for

planning, facilitating, and evaluating groups will be developed and practiced. Content will include identifying and implementing group related empirically based interventions and services designed to achieve client and community goals. There is also a focus on the interplay between Social Work and community groups. Limited to Social Work majors or permission of the instructor. Prerequisites: SOWK 360

SOWK 382 Topics in Social Work (3)

Provides the opportunity for the program to offer course of major interest not covered by other required courses.

SOWK 385 Introduction to Research in Social Work (3)

An introduction to the philosophy, concepts, principles, and methods of empirical research in Social Work. Characteristic stages and formats of social research are reviewed, with the primary aim of developing beginning competence in the critical assessment of published research and the use of research methods in the field of social work. Emphasis will be on the development of an understanding of a scientific, analytic and ethical approach to building knowledge for practice. Both quantitative and qualitative methods will be presented. There will also be focus on developing a student's ability to use research methods for the purposes of evaluation in social work practice, programs, and policies. Prerequisites: This course should be taken in the junior or senior year.

SOWK 475 Helping Processes IV: Communities and Organizations (3)

This class is the fourth class offered in the practice series and is an integral part of generalist social work practice. It is designed to develop the skills and abilities of students to practice macro social work. The primary focus will be on the inter-relationships between the environment, agency structures, and general service delivery systems. Students will develop specific community organizing and networking skills. A strong component of this course will focus on program evaluation and community assessment and intervention. Limited to Social Work Majors or permission of the instructor. Prerequisites: SOWK 372.

SOWK 484 Preparation for Field Practice (1)

This course is designed to prepare students for entering their senior year field practice experience. Student and agency expectations will be discussed regarding objectives, procedures, roles, and responsibilities as well as relevant practice issues such as record keeping, stress management, and use of supervision in practice. Practical information regarding agency placements will be reviewed. Final coordination and student interviews with prospective placement will occur during this course. Offered during fall of senior year. Prerequisites: Completion of all degree requirements except SOWK 485 and SOWK 490.

SOWK 485 Seminar in Social Work Practice (3)

This course focuses on the knowledge, principles and skills of social work services. Emphasis is placed on generalist social work practice and utilizing a strength perspective in service delivery with different client systems. Course will incorporate the values of the profession and analyze ethical dilemmas and the ways which they affect practice, services, and clients. Offered Spring Semester of Senior year. Prerequisites: Completion of all degree requirements. Runs concurrently with SOWK 490.

SOWK 490 Field Practice in Social Work (12)

This course provides specific Social Work service delivery in selected social welfare and related agencies. Students will receive a minimum of four hundred hours of practice experience. Opportunities will be provided to connect social work theory with practice and to develop social work skills with various client

systems within an agency context utilizing theory based practice knowledge. Prerequisites: Completion of all degree requirements. Runs concurrently with SOWK 485.

SOWK 497, 498 Major Honors (3,3)

Independent research program for students who have a strong academic record for a minimum of five previous semesters of college study. Overall GPA of 3.5 and departmental approval required for enrollment.

Major Honors Program – Guidelines for Students

**Messiah College
Major Honors Program
Department of Sociology, Social Work, and Criminal Justice
Guidelines for Students**

I. ELIGIBILITY

Students with outstanding academic records may do a Major Honors Project. Normally this project will include the scholarship of discovery through activities such as survey research, ethnographic study, case study, historical projects, library projects, theoretical projects, or literature synthesis. It will lead to a near publishable paper. Following Ernest Boyer's typology, projects may also focus on the scholarship of teaching, application (service-learning) or integration. In this case, the project will include reflection and analysis as well as teaching, application and/or integration. The project will include a report or paper reporting this reflection and analysis appropriate to the project.

To be eligible for this program students must have a strong academic record for a minimum of five previous semesters of college study. Students are eligible for a departmental honors project if they have a GPA of 3.3 in all courses and a GPA of 3.50 in major courses or other evidence of academic excellence. All applicants and projects must be approved by the department faculty. The catalog course description is as follows:

SOCI/SOWK, 497/498 Major Honors (3,3) Independent research program for students who have a strong academic record for a minimum of five previous semesters of college study. Department approval required for enrollment.

II. ACADEMIC EXPERIENCES, EXPECTATIONS , SUPERVISION

The project will be supervised by a committee of three chosen by the student and approved by the department. A student thinking about doing an honors project should work with a faculty member develop a plan and proposal for the honors project. This faculty member normally will serve as chair of the committee and will assist the student to identify two additional committee members and will recommend the project to the department. If possible, one of the committee members should be from a major other than the one in which the credit is awarded. The chair will assist the student in securing Institutional Review Board (IRB) approval if needed.

Normally the honors project will span the last three semesters of a student's college experience with the first semester being used to develop a proposal and secure approval and the second and third semesters used to implement the project. Social Work students who do a block field placement the last semester of their senior year will use the three semesters prior to the last one. The following pattern will normally be followed except for Social Work Majors who will advance the process one semester.

- a. During the second semester of the junior year (typically the spring term), the student will, in consultation with their advisor and/or a potential faculty member who could serve as chair of the supervising committee decide to apply for major honors. They will identify a specific problem or question to be investigated and will prepare a research proposal which will include names of committee members. The proposal and suggestions for the committee will be submitted to the Department of Sociology, Social Work, and Criminal Justice for approval one month before the beginning of exam week.
- b. During the first semester senior year (typically the fall term), the student will register for SOCI/SOWK 497 (3 credits). The student will prepare a detailed, 7 - 10 page, prospectus for the honors project to be submitted to the committee by Oct. 1. When the prospectus has been accepted by the honors committee, the student will begin work on the project following a work outline approved by the committee. The expectation is that the work load would be equivalent to that expected for 3 semester credit hours.
- c. During the second semester of the senior year (typically the spring term), if the honors committee concurs that the first semester's work has been of sufficient quality to allow the student to continue in the major honors program, the student will register for SOCI/SOWK 498 (3 credits). During the second semester, the student will complete the project under the guidance of the committee. The chair has primary responsibility for guiding the student in the entire honors project. Other committee members will assist as mutually arranged. Each committee member will approve the final draft. At the conclusion of the project, the student will give a formal presentation open to the campus community.

III. PROCEDURE FOR PROJECT APPROVAL

During the semester prior to formally registering for Major Honors, the student will work with their advisor to secure a chairperson for the student's honors committee. The chair may be the student's advisor or some other faculty member in the student's major. The student will work with the chair to identify two other committee members. The student working with the chair will prepare a proposal that includes: a clear title for the research topic, a description, a methodology, an outline of the study including questions to be explored, and a preliminary bibliography of sources in the topic to be studied. This will be completed by April 15 of the junior year and will be 1-3 pages long. The committee is responsible to set expectations and requirements.

The committee chair will present a recommendation to the department for approval. Upon approval, the student may register for SOCI/SOWK 497.

A form will be provided to record actions taken.

IV. SCHEDULE AND CHECKLIST

This list provides a step by step schedule and checklist that moves the project from idea to finished product. Semesters are labeled as the first, second and third semesters of the project. Normally the first semester is the spring of the junior year except for social work students who will likely begin one semester earlier. The second semester is the fall of the senior year and the third semester the spring of the senior year.

First semester of the project

- a. The student will consult with their advisor regarding their interest in doing a major honors project.
- b. In consultation with their advisor the student will secure a faculty member to serve as chair of the committee to direct the honors project.
- c. In consultation with the chair of their major honors committee, the students will secure two additional committee members at least one of whom is from a different major..
- d. The student will prepare a proposal for the project to be approved by the committee and submitted to the department chair to take to the department for approval. This should be 1 to 3 pages and is due April 15.
- e. If the project is approved the student will register for SOCI/SOWK 497, 3 credits for the following semester.

Second semester of the project

- f. The student will develop a detailed prospectus for the honors project. This should be 7 to 10 pages and is due Oct. 1.
- g. The student will begin work on the project in consultation with the committee.
- h. For the student to continue into the third semester of work, they must successfully complete first semester's work at an "A" level. If the student has done less than "B" quality work, they may receive credit for 3 hours of independent study with an appropriate grade assigned for the quality of work that has been completed. The student will register for SOCI/SOWK 498 for the next semester.

Third semester of the project

- i. During the third semester student will complete the project. The student should be in constant contact with the chair and committee for advice and counsel, for comments on issues that arise, and for review of drafts of written work.
- j. The student will provide a draft of the final project paper or report to each committee for review and possible revisions by April 1.
- l. A final review and public presentation of the project will be scheduled during April/May of the third year.
- m. Upon completion of the project and approval of the committee, a final grade will be assigned and forwarded to the academic office with notice of successful completion of major honors will be filed. *A student will graduate with Major Honors only if the honors work is of such high quality as to merit the grade of A.* Otherwise they will receive an appropriate grade for independent study.

V. TYPES OF PAPERS

For the Major Honors project, students in the Department of Sociology, Social Work, and Criminal Justice may complete one of the following types of study. Following Ernest Boyer's typology, projects may be the scholarship of discovery, teaching, application or integration.

Research Projects

Quantitative Studies

Qualitative Studies

Theoretical Projects

Integrative Studies

Historical and Library Based Studies

The Scholarship of Teaching and Learning (SOTL)

Program Evaluation and Assessment

Program Design and Implementation

Community Based Research

As a general guideline, research projects should be 25 pages in length (including tables, bibliography, etc.) while theoretical projects should be 50 pages in length (including bibliography, diagrams, charts, etc.). Written reports for other projects should be appropriate for the project as determined by the committee.

VI. MANUSCRIPT FORM

The manuscript format for the major honors project will conform to the style manual of the American Sociological Association. Committee members will work with the student to insure that the final draft of the manuscript is in the appropriate format.

VII. ARCHIVAL STORAGE OF MAJOR HONORS PROJECTS

Each completed major honors project will be placed in the college library so that the results of the research will be available to members and friends of the Messiah College community. Papers will be entered into the library's on-line catalog and placed on permanent reserve.

Messiah College Social Work Program

Social Work Curriculum: Four-Year Plan of Study (students admitted prior to 2005-06)

Met	Fall Semester	Credit	Met	Spring Semester	Credit
_____	First Year Fall Semester BIOL258 Human Biology IDFY102 First Year Seminar COMM104 Relational Comm. Language Requirement 1 SOWK120 Intro. to Social Work PHED101 Personal Life Fitness	4cr 3cr 3cr 3cr 3cr <u>1cr</u> 17	_____	First Year Spring Semester PSYC101 Intro. Psychology BIBL105 Intro. to Bible PHED1XX Activity Course Language Requirement 2 SOCI101 Principles of Sociology SOWK221 Human Behavior	3cr 3cr 1cr 3cr 3cr <u>3cr</u> 16
_____	Second Year Fall Semester HIST104 U.S. History Since 1865 SOWK365 Human Diversity SOWK250 Helping Processes I Language Requirement 3 Art or Music	3cr 3cr 4cr 3cr <u>3cr</u> 16	_____	Second Year Spring Semester IDNWXXX Non-Western Studies STAT269 Introductory Statistics PHILXXX Philosophy ANTH101 Cultural Anthropology SOWK360 Helping Processes II PHED1XX Activity Course	3cr 3cr 3cr 3cr 4cr <u>1cr</u> 17
_____	Third Year Fall Semester RELI2XX Christian Beliefs POLIXXX Political Science * IDSTXXX Science, Tech. & World SOWK372 Helping Processes III SOWK385 Intro. to Research in Social Work *POLI 113 is recommended if considering admission to an MSW program	3cr 3cr 3cr 3cr <u>3cr</u> 15	_____	Third Year Spring Semester SOWK382 Topics in Social Work SOWK420 Social Welfare Policies ENGLXXX Literature Elective Free Elective Specialized Course-PSYC, SOCI, HDFS	3cr 3cr 3cr 3cr <u>3cr</u> 15
_____	Fourth Year Fall Semester BIBL2XX IDETXXX Ethics ECONXXX Economics Elective US SOWK475 Helping Processes IV SOWK484 Prep. for Field Practice Free Elective	3cr 3cr 3cr 3cr 1cr <u>3cr</u> 16	_____	Fourth Year Spring Semester SOWK485 Seminar in SW Practice SOWK490 Field Practice in SW	3cr <u>12cr</u> 15

Messiah College Social Work Program

Social Work Curriculum: Four-Year Plan of Study (students admitted beginning 2005-06)

Met	Fall Semester	Credit	Met	Spring Semester	Credit
	First Year Fall Semester			First Year Spring Semester	
_____	SOWK120 Intro. to Social Work	3cr	_____	SOWK221 Human Behavior	3cr
_____	BIOL258 Human Biology	4cr	_____	IDCC 151 Created & Called for Community	3cr
_____	IDFY101 First Year Seminar	3cr	_____	PSYC 101 Intro to Psychology	3cr
_____	COMM104 Relational Comm.	3cr	_____	Language Requirement 2	3cr
_____	Language Requirement 1	<u>3cr</u>	_____	SOCI101 Principles of Sociology	<u>3cr</u>
		16			15
	Second Year Fall Semester			Second Year Spring Semester	
_____	SOWK250 Helping Processes I	4cr	_____	SOWK360 Helping Processes II	4cr
_____	SOWK365 Human Diversity	3cr	_____	STAT269 Introductory Statistics	3cr
_____	BIBL2XX Encountering the Bible/OT/NT	3cr	_____	ENGLXXX Literature Elective	3cr
_____	HIST104 U.S. History Since 1865	3cr	_____	ANTH101 Cultural Anthropology	3cr
_____	Language Requirement 3	<u>3cr</u>	_____	IDSTXXX Science, Tech. & World	3cr
		16		PHED101 Personal Life Fitness	<u>1cr</u>
					17
	Third Year Fall Semester			Third Year Spring Semester	
_____	SOWK372 Helping Processes III	3cr	_____	SOWK382 Topics in Social Work	3cr
_____	SOWK385 Intro. to Research in Social Work	3cr	_____	SOWK420 Social Welfare Policies	3cr
_____	PHILXXX Philosophy	3cr	_____	Art or Music	3cr
_____	THEOXXX Christian Beliefs	3cr	_____	PSYC, SOCI, HDFS Elective	3cr
_____	POLI113 American Government	3cr	_____	Free Elective	<u>3cr</u>
_____	PHED Activity Course	<u>1cr</u>			15
		16			
	Fourth Year Fall Semester			Fourth Year Spring Semester	
_____	SOWK475 Helping Processes IV	3cr	_____	SOWK485 Seminar in SW	3cr
_____	SOWK484 Prep. for Field Practice	1cr	_____	Practice	<u>12cr</u>
_____	IDNWXXX Non-Western Studies	2/3cr		SOWK490 Field Practice in SW	15
_____	ECON 110 Economics of Social Issues OR	3cr			
_____	ECON 117 Issues in Environmental Economics	3cr			
_____	PHED Activity Course	1cr			
_____	Free Elective	<u>3cr</u>			
		13 or 14			

_____ Non-major writing enriched-course _____ Cross-cultural experience Total Credits (123 or 124)_____

Messiah College Social Work Program

**Social Work Program
Course Planning Sheet**

Student Name: _____

Meets	Fall Semester	Credit	Meets	Spring Semester	Credit
	First Year Fall Semester			First Year Spring Semester	
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
	Second Year Fall Semester			Second Year Spring Semester	
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
	Third Year Fall Semester			Third Year Spring Semester	
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
	Fourth Year Fall Semester			Fourth Year Spring Semester	
_____	_____	_____		SOWK485 Seminar in SW Practice	3cr
_____	_____	_____		SOWK490 Field Practice in SW	<u>12cr</u>
_____	_____	_____			15
_____	_____	_____			
_____	SOW484 Prep. for Field Practice	1cr			

_____ Non-major writing enriched-course _____ Cross-cultural experience Total Credits (123-124) _____

Notes: _____

Writing Standards

Writing assignments are expected to reflect college standards for organization, grammar, syntax, and mechanics. All papers MUST be typed, double spaced, and conform to the format of the American Psychological Association (APA) for margins, citations, and references.

Listed below are examples of proper APA documentation. Students are required to purchase and refer to the Publication Manual of the American Psychological Association for a complete explanation and guide to all types of documentation.

Citations: The goal of citing is to communicate the author and source of material to others, so they may access the same material. Ideas that are not your own should be credited to the original source! Do not put a source in your references unless you have also cited it in the text, and do not cite in the text unless you have the source in your references.

Use of numbers: Any number 10 and above should be expressed with figures; any number below 10 should be spelled out (one, two, etc.). Any number which is paired with a number 10 or above and part of the same category of reference should also be expressed with figures: Of the 12 trials, 2 were practice trials. Any number which precedes a unit of measurement should be expressed with a figure: 5-mg dose, 9 cm of string. Numbers that represent time, dates, ages, specific numbers of participants in an experiment, scores, points on a scale, and numbers as numbers should be expressed with figures: 3 years, 4 weeks, 2 on a 7-point scale. Any number which begins a sentence should be written out: Forty-three students participated.

Reducing bias in language: The goal of inclusive language is to be precise, accurate, and unbiased in communication. Categories requiring specific attention are gender, sexual orientation, racial and ethnic identity, disabilities, and age.

Journal article, one author

Mellers, B.A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 126(2), 910-924.

Journal article, more than one author

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45, 10-36.

Article from an online journal

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research*, 5, 117-123.

Magazine article

Kandel, E.R., & Squire, L.R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1120.

Book

Zastrow, C., & Kirst-Ashman, K. (2004). *Understanding human behavior and the social environment*. Washington, DC: American Psychological Association.

Encyclopedias and other multi-volume works

Sadie, S. (Ed.). (1980). *The new Grove dictionary of music and musicians* (6th ed., Vols. 1-20). London: Macmillan.

Government documents

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

Newspaper article

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.

Personal communications (letter, memo, email message, personal interview, phone conversation, etc.)

Note: Because they do not provide recoverable data, personal communications are not included in the reference list. Cite personal communications in text only. Give the initials as well as the surname of the communicator, and provide as exact a date as possible.

T. K. Lutes (personal communication, April 18, 2001).

(V.G. Nguyen, personal communication, September 28, 1998)

Motion picture

Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Motion picture]. United States: Paramount Pictures.

Web page

National Park Service. (2003, February 11). *Abraham Lincoln Birthplace National Historic Site*. Retrieved February 11, 2003 from <http://www.nps.gov/abli/>

Information in this section reflects the basic standards taken from:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Student Social Work Organizations

Social Work Club

The purpose of the Social Work Club is to encourage cohesion and identity within the social work profession through community service, establishing professional contacts, and encouraging one another in Christ. The club sponsors campus wide activities, alternate chapels, service projects, and other activities that fulfill the purpose.

The goals of the Social Work Club are to:

- promote social work on the Messiah College campus as well as into the surrounding communities
- educate social work students about current events and trends in the social work profession
- encourage interaction between the Messiah College social work majors
- promote diversity and raise awareness of issues including racism, ethnicity, and culture

The objectives of the Social Work Club are to:

- implement at least two events each semester on the Messiah College campus in order to promote awareness and education of the social work profession and the issues that surround social work
- assist the community through at least two service projects each semester (totaling 350 collective community service hours per semester)
- attend professional conferences (on availability) to educate ourselves about the social work profession and to have contact with experienced social work professionals
- hold member meetings at least once per month in order to support cohesion of club members
- receive prayer requests from social work students and professors
- work collectively with other Messiah College organizations to organize activities promoting issues surrounding diversity

Students who are declared social work majors are considered members of the Social Work Club. Non-majors are also welcome and encouraged to be active members and participants in Social Work Club activities. Members are required to pay annual dues. Funds are used for club duties including transportation to activities, publicity costs, and other expenses approved by the Social Work Club board members. For more information, students may refer to the constitution and by-laws of the Social Work Club.

Phi Alpha Honor Society

The Phi Alpha National Honor Society, Lambda Psi Chapter of Messiah College exists to:

- recognize and promote scholastic achievement in an undergraduate social work program that is accredited by the Council on Social Work Education (CSWE)
- encourage objectivity and awareness of current developments and practices in the various fields of social work
- develop active communication and positive working relations among social work programs, professional social workers, and the general public
- stimulate interest in preparing for a career in social work

Messiah College Social Work Program

- further research and study in social work
- recognize professional social workers and others whose service, contributions, and leadership are held in esteem

An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements:

- declared Social Work as a major
- achieved sophomore status
- completed 8 semester hours or 12 quarter hours of required social work courses
- achieved an overall grade point average of 3.0 on a 4.0 scale
- achieved a 3.25 grade point average in required social work courses

Membership shall be available to all eligible persons without regard to age, gender, color, race, creed, ethnic or national origin, political or sexual orientation, or disability. Qualified persons may be inducted into membership in the spring semester for the following year. Any member may be expelled from membership for reasons of academic or personal conduct unbecoming of a student of social work, by the three-fourths vote of the chapter, after a thorough investigation has been made by the Executive Committee, and the member so charged has been granted an impartial hearing before the Executive Committee. Dismissal from the Social Work program or College is cause for automatic recommendation for expulsion.

For more information, students may refer to the Constitution and By-Laws of the Phi Alpha National Honor Society, Lambda Psi Chapter.

Student Resources

Career Center

The Career Center provides holistic vocational and academic counseling which is based on integrating faith, learning, and work. The comprehensive services of the Career Center are available to all students throughout their academic program. Career counselors interpret inventories for students seeking assistance with identifying their strengths and exploring majors and occupational opportunities. Career preparation is provided through interactive workshops, practice interviews, portfolio instruction, resume critiques, and one-on-one advising. Employment contacts are offered through a variety of services and programs: on-campus recruitment, resume referrals, inter connections, several College-sponsored job fairs, and job postings, on the Career Center website. Students considering graduate study are supported throughout planning and preparation with resources, an on-campus Graduate School Fair, and individual advising.

EpiCenter

The Experiential Programs Information Center should be the first stop for students seeking information on study opportunities in off-campus locations. Catalogs, brochures, applications, course listings, and videos, along with information about deadlines, costs, program advisors, and requirements are available to help students explore options for study in numerous off-campus locations.

Internship Center

For students interested in internship experiences, the Internship Center offers personal advising, referral, and support services. Based upon the students' goals, interests, and abilities, the staff will make referrals to local, national, and international internship opportunities via the internet, local databases, a library of directories, and internship fairs. Orientation, on-campus seminars, site visits, employer evaluations, and reflective learning activities are designed to support and promote student development.

The Internship Center has joined forces with the Career Center to meet the needs of Messiah's undergraduates by developing the Contextual Learning Network. In addition to internships and practica, the Contextual Learning Network offers off-campus learning experiences for students—from first year through senior year. These options include career exploration opportunities such as information interviews, job shadowing experiences, and externships.

Agape Center for Service and Learning

The Agape Center for Service and Learning develops, administers, resources, and coordinates programs of service-learning, community service, and mission. Students, faculty, and staff work with community-based partners in local, national, and international settings to address community needs, to provide holistic learning opportunities for students, and to encourage students toward an ethic of discipleship, service, and civic engagement.

Disability Services

Students with disabilities may request needed accommodations through the Office of Disability Services. Eligibility is determined by submitting acceptable, current documentation to the Office of Disability Services. For more information, students are strongly recommended to peruse the Disability Services homepage: <http://www.messiah.edu/disability/disability.htm>.

Learning Center

The Learning Center hires and trains student tutors who have done well in general education as well as their chosen majors. These tutors have a desire to assist their peers with class assignments and to share study strategies and apply those skills to course content.

The Center is available and helpful to students at all levels of competence. Students benefit from the one-on-one interaction with a trained tutor who tailors the sessions to each individual's needs. Tutors are available to facilitate small-group study sessions in addition to individual tutoring. ESL assistance is provided as well. The Center also offers Supplemental Instruction (S.I.), a program that targets "high-risk courses" rather than "high-risk students." Supplemental Instruction leaders attend selected class lectures, take notes, read course material, then plan and conduct three or more review sessions outside of class each week. The S.I. review sessions are interactive and utilize a variety of collaborative learning strategies as they review course material and prepare for tests.

Both tutoring and S.I. are provided by the College at no additional cost to the student.

Library

A key facility in the College's educational program is the Murray Library. It contains quiet study places for individual and group study; more than 300,000 items, including periodicals and other media; Media Services; the College and Brethren in Christ Archives; and an after-hours computer lab. Material is also available from other libraries through interlibrary loans. The library homepage serves as a gateway to web-based resources.

Writing Center

Any student at any stage in the writing process—from understanding an assignment and finding a topic to composing and revising a draft—may find assistance and encouragement at the Writing Center. Upper-class students, trained as peer tutors, advise and support student clients who visit the Writing Center toward becoming more confident and adept writers themselves.

Social Sciences Resource Room

The Social Sciences Resource Room is located in Boyer 359. Students can locate a variety of resources including graduate school information, National Association of Social Workers (NASW) information, recent newsletters and brochures, job and volunteer opportunities, and Social Work Club information. This room is always open when the building is open to students.

**Messiah College Social Work Program
Field Manual**

Letter from the Field Coordinator

Dear Student:

Welcome to the field component of the program. As the Field Coordinator for the Social Work program, I would like to encourage you to take time to familiarize yourself with this part of the handbook. Inside you will find information designed to clarify the expectations for field and to guide you through the process. Generally, students find the field experiences to be exciting and challenging. However, it can also be intimidating to incorporate what is learned within the classroom into a practice setting. You are not alone however in this process. Talk to students who have already participated in the field experience to gain a better understanding of the agency where you may be considering doing your field work. Utilize faculty to help you to transition into the practice setting. Also remember that the field instructors are there to help you and to teach you during the process. Therefore, use the resources afforded you to make these experiences a great time of learning about yourself and to practice the skills you have been developing while in the program.

In the classroom you are provided opportunities to discuss issues related to the integration of faith and practice. The field experience affords you the opportunity to incorporate your faith in various practice settings with diverse people and population groups.

The field experience also provides you an opportunity to interact with professionals in the field and to develop professional contacts that may be beneficial to you when you are searching for employment or going on to graduate school. Therefore, as you embrace the experiences of this part of the program, I encourage you to take advantage of the opportunities afforded you to within an agency setting and to challenge yourself to learn from these field experiences. Again, welcome to field practice.

Peace and strength,
Charles Seitz, Ph.D., M.S.W., LCSW
Field Coordinator
Assistant Professor of Social Work

Overview

The Field Education sequence is grounded in the mission and goals of the Messiah College Social Work Program. Both classroom and experiential learning is required for students to be effective social work generalist practitioners. The field education opportunities begin early in the program to reinforce student learning of theory, practice skills, issues with values and ethics, HBSE, development of cultural competence, and research. In addition, supervised practice provides the basis for critical reflection with respect to integrating Christian faith and social work knowledge, skills, values and ethics in an environment where students can bring questions and case situations back to the classroom and grapple with tensions between their beliefs and practice situations.

The Messiah College Social Work Program requires students to be in a field placement setting during the sophomore year and during the spring semester of the senior year. Students complete placements in selected social welfare and related agencies in the Harrisburg, Mechanicsburg, Camp Hill, and Carlisle areas. Program faculty are responsible for the course structure and content of these placement experiences but rely on agency field instructors to develop tasks that meet program goals and to supervise the daily placement activities. Faculty use these field experiences as part of the evaluation process in determining student progress and suitability for the profession based on personal observation, interaction with the student, and feedback from the field supervisor(s) in the agency.

The sophomore placement is a one-day per week preliminary practice experience that runs concurrent with SOWK250 Helping Processes I and SOWK360 Helping Processes II, and offers an opportunity for students to begin understanding, evaluating and assessing practice. Students spend a minimum of 100 hours in placement for the academic year.

The senior placement is a full time practice experience during a student's senior spring semester, and the placement is designed to meet CSWE requirements for providing field education in accredited baccalaureate programs. Students are expected to take SOWK484 Preparation for Field Practice the semester prior to entering field and SOWK485 Seminar in Social Work Practice concurrent with the field experience.

Format of the Field Manual

The senior field placement is the culmination of a student's social work education. Therefore, the policies, criteria and procedures related to the senior field experience are listed first in the field manual. The next section contains a description of the various forms that are utilized to manage the senior's field experience and copies of each form are then provided to assure access to these documents as they are needed. A similar format is used in the sophomore field placement section that follows the senior information to assist students in navigating their preliminary field placement experiences.

Policies, Criteria and Procedures for the Senior Field Placement

Field Education Goals

At the end of the practice semester, the student should be able to:

1. Demonstrate the ability to integrate and apply generalist social work knowledge from the classroom to the field with various client systems, from problem formation through evaluation and termination.
2. Demonstrate skill in verbal and written communication through preparing, presenting, and discussing relevant issues and case material in a group setting.
3. Analyze the structure and impact of the organization related to social work practice.
4. Demonstrate the ability to develop interpersonal skills in initiating and terminating professional relationships with client systems and peers.
5. Demonstrate the ability to be self-critical, self-reflective, and evaluative in order to improve one's social work practice, and to be accountable for one's own behavior.
6. Demonstrate the ability to give and receive constructive criticism, support, and information to enhance one's practice and to work cooperatively with others.
7. Assess one's own practice of social work relative to the values and ethics of the profession.
8. Utilize personal, client, and societal resources to provide for client needs.
9. Demonstrate a sensitivity to and acceptance of cultural, racial, age, gender, ethnic, religious, and sexual differences in one's practice of social work.
10. Demonstrate integration of principles of Christian faith with the knowledge, skills, and values of the social work profession.

Course Objectives Covered in the Practice Sequence

Objectives of Helping Processes I: Practice with Individuals

1. To demonstrate an increased self-awareness related to the development of professional knowledge and skills to help others and to evaluate the fit/tensions of professional knowledge and skills with one's Christian faith.
2. To describe your personal values and beliefs, and explain how they operate as strengths or weaknesses in your roles as a beginning social work student.
3. To articulate a personal understanding of and commitment to racial and ethnic diversity
4. To describe and apply systems theory and the generalist perspective of social work practice with a variety of client systems.
5. To demonstrate and apply the basic skills of a helping relationship, including empathy, active listening, interviewing, process recordings and assessment.
6. To evaluate personal and agency effectiveness in the delivery of social work services.
7. To demonstrate the ability to use professional integrity, and to apply the values and ethics of the profession in various practice situations.

Objectives of Helping Processes II: Practice with Families

1. To integrate Christian beliefs and basic social work practice skills with individuals and families.
2. To demonstrate knowledge of theories of human behavior in assessment and treatment planning with families.
3. To understand family developmental issues and to gain a knowledge of how family systems and structures impact families.
4. To apply verbal, nonverbal and written communication skills in practicing basic social work assessment, treatment planning and recording skills.

5. To use supervision and consultation in integrating professional social work values and ethics, and in applying a problem solving approach to the skills of assessment, contracting, and evaluating interventions with client and family systems of differing sizes, and with various issues.
6. To develop practice strategies at a micro and macro level to facilitate change and to develop strategies to reduce sexism, ageism, racism, and homophobia at a beginning level of expertise.

Objectives of Helping Processes III: Groups

1. To routinely apply critical thinking questions to a problem or situation.
2. To understand the value of self-awareness in knowing our own values and how they affect us as a group leader.
3. To understand and demonstrate appropriate role behavior for a social worker practicing group work.
4. To increase commitment to advocate for access to empowerment and opportunity using group skills in a social work practice.
5. To understand how diversity (racial, ethnic, gender, age, religion, sexual orientation) influences group membership.
6. To understand the dynamics and development of group processes that assist members in achieving their goals.
7. To understand how membership in groups (families, organization, communities) interrelate to affect human behavior and development.
8. To understand the importance of self-evaluation and one's use of self in establishing effective group structure and process.
9. To understand how to utilize a group's power to produce social change.
10. To be able to plan and implement groups responsive to individual client needs and congruent with agency's mission.
11. To develop communication skills that allow for effective group facilitation.

Objectives of Helping Processes IV: Communities and Organizations

1. To critically analyze an organization and its structure including staffing, service delivery, and client base.
2. To increase self-awareness through critical reflection regarding issues related to social work practice in a macro setting.
3. To continue to explore issues such as racism, sexism, and classism, and their effects on the service system, community, and consumers of services.
4. To understand the agency as a system and the relationship between the agency and the larger system of social services.
5. To understand generalist model of practice and its application to various fields of practice.
6. To gain understanding of existing resources, gaps in service, and the effects of the environment on populations at risk.
7. To learn about community organization models and explore these as appropriate responses to problems.
8. To develop an understanding about community (both geographical and communities of interest).
9. To increase awareness of use of supervision in practice and how to access supervision and consultation.
10. To understand impact of organizational policy in macro practice.
11. To continue to develop skills in observing, communication, and relating to consumers of service, colleagues, administrators, and policy makers.
12. To describe ways in which patterns of organizational dynamics affect social service delivery.

Additional Objectives

1. To develop an understanding of the relationship between policy and practice
2. To develop the ability to analyze social welfare policies and programs as generalist practitioners
3. To understand how social policy impacts systems on all levels and develop methods to enhance social and economic justice
4. To understand how social workers use their knowledge and skill base as a profession to conceptualize a plan for change
5. To begin to integrate research in generalist practice
6. To think critically about the effects of inequality, racism, prejudice, and discrimination in our pluralistic society
7. Identify strategies for combating racism and other institutionalized systems of oppression at the individual and organizational levels, and be able to incorporate these strategies into practice situations.

Minimum Field Education Requirement of 450 Hours

The senior placement provides the student with specific social work service delivery experiences within an agency setting. Students receive a minimum of 450 hours of supervised practice experience related to the program objectives within an agency setting. Opportunities are provided that connect social work theory with practice, emphasize the values and ethics of the profession, reinforce the program's goals and objectives, support a generalist approach, utilize theory based practice knowledge, facilitate experiences across all levels of practice (micro, mezzo, macro), and provide exposure to multiple areas of practice and client populations.

The senior year field placement at Messiah occurs as part of the student's last semester in the social work program. Students begin the placement process during the end of their third year or during the fall semester of their senior year. Placements are arranged in coordination with the field coordinator, the agency and the student. Students meet with the field coordinator to discuss possible agencies that are available for placement depending on student needs and placement opportunities available. Once an agency has been identified as a potential placement for the student, the student contacts the agency field supervisor for an interview. If the agency supervisor and the student agree on the placement for the student, the agency and the student confirms the placement with the field coordinator. The social work faculty provides final approval for all field placements. Students are also responsible, during this time, for completing all of the agency paperwork and filing all of the necessary clearances to begin their field experience in January of their senior year.

Criteria for Admission to Field Education

Evaluating a student's readiness for the field experience begins when the student declares social work as his or her choice as a major. As the student progresses through the program the individual is evaluated to assure that only those students who have met the program's specified criteria for field education are placed in field practice. A student must complete the following steps to participate in SOWK484 Seminar in Social Work Practice and SOWK490 Field Practice in Social Work.

Step 1:

The student declares social work as a major by formally completing the required paperwork requesting a social work major and submitting the necessary forms to the Office of the Registrar. A student must select a major no later than the second semester of the sophomore year in order to allow adequate time

for meeting graduation requirements in that major. The social work major does not grant students course credit for life experience or previous work experience.

Step 2:

Application for formal admission into the major occurs when a student completes SOWK 120 Intro to Social Work and Social Welfare, SOWK 221 Human Behavior in the Social Environment, SOWK 250 Helping Processes I: Practice with Individuals, and has made satisfactory progress in SOWK 360 Helping Processes II: Practice with Families. The student completes a formal admission application (found in the handbook or can be obtained from social work faculty) during the spring semester of his or her sophomore year or when the above criteria are met. Applications are screened by a committee consisting of social work faculty (Program Director and Field Coordinator) and one Community Advisory Committee member.

Students can be admitted to the major under the following conditions:

Admission to the social work major

Students who meet the following requirements will be granted admission to the social work program:

Maintain GPA of 3.0 in all SOWK classes

Maintain 2.5 GPA overall

Earn no lower than a 2.0 in any SOWK class

Meets ethical and professional requirements outlined on the Formal Application for Admission

If at any time a student falls below these requirements, their status will be reviewed by social work faculty and conditional status may be imposed. Students are expected to notify their advisor within two weeks if this occurs.

Conditional admission to the social work major

Students not meeting all four of the requirements, will be considered for conditional status if at least two of the requirements are met.

*Students achieving conditional status must develop a plan in consultation with their advisor to earn admission status and will have their application reviewed in six months to **evaluate change in status**. A plan will be submitted to the Program Director within four weeks of receiving notification of conditional status. Students on conditional status are not eligible for senior field placement (SOWK 490).*

Non-admission to the social work major

Students who do not meet at least two of the requirements are not admitted to the social work program and may not register for Helping Processes III or IV. Students may reapply in the next semester.

Step 3:

A student's admission status is continually monitored during advising sessions each semester with social work faculty. In the spring semester of a student's third year, a student can register for SOWK484 Preparation for Field Practice to be taken during the fall semester of a student's senior year if a) a student has maintained admission to the major status during the spring semester of his or her third year, b) the student has presented a plan for completing all social work classes by the senior spring semester, and c) the student meets the ethical and professional requirements outlined on the Formal Application for Admission.

Step 4:

Students planning to apply for SOWK485 Seminar in Social Work Practice and SOWK490 Field Practice in Social Work must successfully complete SOWK484 in the semester prior to the field experience.

Additionally, the following criteria must be met by the end of the student's senior fall semester to enter field.

1. All social work classes **MUST** be completed before the field semester, with the exception of SOWK 420 Social Welfare Policies, which can be taken concurrently with the permission of the instructor and advisor.
2. Students must maintain admission status in the social work program. Requirements for admission status include a GPA of 3.0 or higher in all SOWK classes with no SOWK grade lower than a 2.0, an overall GPA of 2.5 or higher, and a student's maintenance of the ethical and professional requirements outlined on the Formal Application for Admission.
3. The student must submit verification to the field coordinator that he or she meets the requirements to enter field
4. Students will discuss learning needs and placement resources with the field coordinator or designee. The field coordinator will provide the student with potential names and phone numbers of agency placements.
5. Students will contact potential placement sites and schedule an interview.
6. Students will develop a learning needs profile and discuss their learning needs with potential field experience sites.
7. The agency field instructor or designee and the student need to agree that the student learning needs matches what the agency has to offer. The field coordinator will be available to answer any questions or mediate any issues that may arise during this process. The student will report the outcome of the interview to the field coordinator. Once the agency and the student agree that the student's learning needs can be met by the agency, the field coordinator will review the process and make a final determination of the fit between the student and the placement. It is the field coordinator's responsibility to give final approval for the placement of a student with an agency.
8. A letter of agreement will be sent to the agency and the student confirming the placement and outlining important dates related to the field practice experience.

Field Practice Roles

Agency: An agency is considered to be a placement setting that is an approved site where students can participate in practice experiences commensurate with their level of practice and within the generalist model of social work.

Field Coordinator: The field coordinator is a faculty member of the Messiah College Social Work Program and is responsible for the overall development and maintenance of the program's field practice component.

Field Instructor: The field instructor is a community agency employee approved by the field coordinator to oversee the day to day activities of seniors participating in field practice and who has agreed to supervise a student in field practice at the agency where the worker is employed.

Field Liaison: The field liaison is a Messiah social work faculty member assigned to each student in field practice and who serves as a link between the student, the agency and the social work program.

Student: A student in the context of the senior field experience is a social work major who has successfully completed all of the social work requirements except the field component and senior seminar, has in most cases completed all of the general education requirements, and is enrolled in the senior field experience and senior seminar.

Field Coordinator Role and Responsibilities

1. A major responsibility of the Field Coordinator is to work with the program Director to assure that the field component of the program maintains compliance with CSWE standards and to assure that all aspects of the field placement program meet the requirements of the social work program.
2. The field coordinator screens, reviews and approves agencies for field placements and screens, reviews and approves field instructors to supervise students according to the policies and procedures established by the program.
3. It is the responsibility of the field coordinator to facilitate the Orientation to Field Seminar and the Field Instructor's Seminar for field instructors and field liaisons. These seminars opportunities are provided for the sharing of information regarding the organization, sequencing, and content of the educational curriculum, and for emphasizing the interrelationships among human behavior, social policy, research, and practice content. The field coordinator will assist in providing other training opportunities for field instructors as the need arises.
4. The field coordinator administers other aspects of the field placement experience for students as necessary so as to develop and maintain a quality field placement program.
5. The field coordinator maintains a quarter time course reduction to administer the responsibilities of the field coordinator
6. The field coordinator is responsible for sharing pertinent information about field practice students to facilitate student learning while at the agency.
7. It is the responsibility of the field coordinator to articulate clear practice and evaluation goals for the field practice experience and for each student.
8. The field coordinator mediates the student's selection of an agency for a field experience. Additionally, the field coordinator may assist in facilitating the resolution of issues that arise as a result of a student being in placement.

Field Liaison Roles and Responsibilities

1. The field liaison helps facilitate the relationship between the school, the student and the agency
2. The field liaison is expected to meet with the field instructor and the student twice a semester to discuss student progress and issues. The first meeting should be scheduled no later than the first three weeks of student placement and the second meeting should occur within the last four weeks of placement. During the first meeting the liaison should use the Agency Checklist Form, the Learning Contract, and the Mid-semester Evaluation Form to guide the evaluative process. A copy of the Field Liaison Site Visit Form should be sent to the field coordinator after each visit. The Liaison will review the learning contract and discuss the final evaluation as part of the second visit.
3. It is important for the field liaison to discuss any issues or concerns regarding the learning contract, student progress or the placement with the field coordinator, the field instructor and/or student.
4. The field liaison has the responsibility to facilitate the mediation of issues that arise between the field instructor and the student that impact student performance or are a result of a student not meeting placement expectations. The field liaison will consult with the field coordinator related to issues that arise between the field instructor and the student.
5. The field liaison will work with the field coordinator to develop adequate field placement opportunities and to improve the field placement component of the program.
6. An important role of the field liaison is to provide evaluative feedback to the field coordinator related to agency effectiveness in providing field education.

Student Roles and Responsibilities

1. The student has the responsibility to assure that he or she meets the standards outlined to participate in the field experience.
2. It is the student's responsibility to obtain all clearances necessary to fulfill the required duties within each agency.
3. It is the responsibility of the student to actively participate in the selection of a field placement and to complete the process for being approved for that site.
4. The student needs to complete a learning needs assessment by the date designated by the program and to work with the agency to develop and submit a learning contract to the designated faculty by the date specified by the program.
5. It is necessary for the student to develop a plan in coordination with the agency field instructor, field liaison and the field coordinator to complete the 450 placement hours necessary to meet program requirements.
6. The student has the responsibility to coordinate his or her own transportation to and from placement and to clarify who is responsible to provide transportation when conducting placement responsibilities. The student is also responsible to have adequate liability insurance as deemed by state requirements.
7. The student is to act in a professional manner and get to the placement site on time and on the days that he or she is expected.
8. The student is expected to comply with program, school, agency, state and professional standards and requirements.
9. It is important for the student to work with the field coordinator, field liaison, and/or field instructor to complete all assignments, forms, and evaluations necessary to complete the requirements of the social work program.
10. The student is to be an active participant in the field placement experience and utilize the resources available to learn and develop the skills necessary to practice generalist social work.

Policies, Criteria and Procedures for Selecting Placement Settings

1. A placement setting is an approved site where students can participate in practice experiences commensurate with their level of practice and within the generalist model of social work.
2. The placement setting should have a clearly defined service, and the goals of the agency should be compatible with the values and objectives of the social work profession and the mission of Messiah's social work program.
3. The program needs to be familiar with the program objectives of Messiah's social work program and support the curriculum objectives of the practices courses.
4. The agency needs to provide students the opportunity to practice from the generalist perspective outlined by the social work program at Messiah College.
5. The agency demonstrates a level of stability that ensures the continuity of a field experience during a student's placement and provides adequate orientation, space, equipment, clerical services, fiscal support, and personnel policies to create a sufficient learning environment.
6. The agency needs to demonstrate the availability of a qualified field instructor with adequate time to carry out the responsibilities needed to provide the student with a quality field experience. In agencies without field instructors that hold a CSWE-accredited baccalaureate or master's social work degree, the social work program would need to agree to assume responsibility for reinforcing a social work perspective in order for the agency to be approved as a placement setting.

7. It is important that the agency be able to provide appropriate learning experiences for students, including work assignments, participation in staff conferences, and other agency and community experiences which will enhance the student's field experience.
8. The agency needs to provide consistent and quality opportunities for the student to accumulate a minimum of 450 hours of practice experiences related to the program's objectives.
9. The agency needs to provide adequate time for field instructors to carry out the responsibilities of field instruction including adequate time for training seminars, supervision, educating students and mentoring.
10. The responsibilities and tasks assigned to the student need to be consistent with the identified learning needs of the student.
11. The agency agrees to participate in a mutual evaluation process involving the agency, the student and the social work program. The agency must agree to monitor and evaluate the student's performance consistent with the objectives of Messiah's social work program and consistent with the generalist perspective outlined by the program.
12. The agency supports the principle that accepting more than one student for placement creates a more desirable learning environment, and provides additional opportunities and support for student learning.
13. Agency staff, students, and/or faculty may initiate an agency being selected as a placement site. Once an agency has been identified, the agency is expected to complete an Agency Profile Form and forward it to the field coordinator for review.
14. It is the responsibility of the field coordinator to review the Agency Profile Form and determine fit and compatibility as a field placement site. As part of the evaluation process the field coordinator will contact an agency representative to discuss program and agency expectations and to evaluate agency fit and compatibility.
15. The agency has the right to discontinue participation as a field site, interview students to help in evaluating students' fit with the agency, and decline to accept students when it is determined that there is not a good fit between agency and student needs.

Policies, Criteria and Procedures for Selecting Field Instructors

1. The field instructor is a social worker approved by the field coordinator and who has agreed to supervise students in field practice at the agency where the social worker is employed. When a field instructor is not a social worker the program will assume responsibility for reinforcing a social work perspective and evaluating the student's field experience.
2. It is expected that the field instructor have the support of the agency to fulfill the roles and responsibilities of a field instructor. Additionally, the field instructor's methods are to be congruent with the approaches of the program and of a generalist perspective.
3. Field instructors will complete a Field Instructor Profile Form outlining professional credentials and experiences to assure their qualifications meet program requirements. The form is forwarded to the field coordinator for review and approval.
4. The field instructor (or designee) will interview a potential student for placement and will evaluate the student's appropriateness for the field experience offered by the agency.
5. The field instructor (or designee) will assure that the student is provided adequate preparation, orientation activities and resources as outlined in the agency checklist in the field manual.
6. It is the responsibility of the field instructor to facilitate the development of a student learning contract in coordination with the student and the program, and forward the completed learning contract to the field coordinator by the dates designated by the program.

7. The field instructor is expected to develop and structure a workload for the student that meets program requirements and which increases in complexity as the learning needs of the students develop and change.
8. It is expected that the field instructor provides a minimum of one hour of weekly supervision for the student and to work with the student to develop a mutually agreed upon agenda for the supervision. Interactions between the field instructor and the student while carrying out agency responsibilities are considered additional learning opportunities for the student. Additionally, the field instructor should help the student develop an awareness of self in the process of intervention, help the student use oral and written professional communications that are consistent with the language of the field experience setting and of the profession, facilitate critical assessment, implementation, and evaluation techniques in assessing agency policy within ethical guidelines, and assist the student in applying knowledge, values, ethics and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people in an adverse manner.
9. The field instructor is to complete a mid semester and a final evaluation of student progress in coordination with the student and the program, and forward the evaluation to the field coordinator by the dates designated by the program. Additionally, the field instructor (or designee) is expected to sign the student's Placement Time Sheet on a weekly basis to assure that the student is making adequate progress toward completing the 450 hours of field experiences.
10. To assist in the program evaluation process, the field instructor is expected to complete a Field Instructor Evaluation of the Messiah Social Work Program, and forward the form to the field coordinator by the date designated by the program.
11. The field instructor must be available to meet with the student and faculty liaison twice during the semester and be willing to share information about student progress during these meetings and at other times when issues arise.
12. The field instructor is expected to attend orientation and training seminars provided by the program. Attendance at these seminars helps assure that the field instructor is familiar with the program objectives, field instruction requirements and the learning objectives for the students.

Policies, Criteria and Procedures for Placing and Monitoring Student Placements

1. The student must submit verification to the field coordinator that he or she meets the requirements to enter field
2. Students will discuss learning needs and placement resources with the field coordinator or designee. This discussion helps assure that the student locates a field placement which most closely fits his or her learning needs. The field coordinator will provide the student with potential names and phone numbers of agency placements that will facilitate student learning.
3. Students will contact potential placement sites and schedule an interview.
4. Students will develop a learning needs profile and discuss their learning needs with potential field experience sites. The learning needs profile is used to help the student articulate learning needs with the agency.
5. The agency field instructor or designee and the student need to agree that the student learning needs matches what the agency has to offer. The field coordinator will be available to answer any questions or mediate any issues that may arise during this process. The student will report the outcome of the interview to the field coordinator. Once the agency and the student agree that the student's learning needs can be met by the agency, the field coordinator will review the process and make a final determination of the fit between the student and the placement. It is the field coordinator's responsibility to give final approval for the placement of a student with an agency.

6. A letter of agreement will be sent to the agency and the student confirming the placement and outlining important dates related to the field practice experience.
7. Students will be monitored during the SOWK484 Preparation for Field Practice to assure continued readiness for the field practice experience.
8. Social work faculty, field instructors and students will participate in the Orientation to Field Seminar conducted each year prior to the beginning of Field Practice. Attendance at these seminars helps assure that the field instructor is familiar with the program objectives, field instruction requirements and the learning objectives for the students. Students also have the opportunity to discuss any last minute placement related issues with their field instructors. Additionally, faculty are provided the opportunity to observe first hand the initial interactions of the students and their supervisors, and are able to handle any last minute issues that may arise.
9. During the first two weeks of placement a learning contract is developed between the agency and the student, and is forwarded to the field coordinator for review. The student is also responsible to forward a copy of the learning contract to the designated field liaison for this student. The learning contract outlines the student's learning objectives, tasks designed to accomplish the goals identified by the student and the field instructor, and methods to be used in monitoring student progress. The learning contract is to be used as a tool in monitoring student progress during site visits by the field liaison and when student evaluations are completed by the field supervisor.
10. The field liaison is expected to meet with the student and the student's field instructor twice a semester to discuss student progress and issues. The first meeting should be scheduled no later than the first three weeks of student placement. To assist in monitoring student progress during this meeting the learning contract should be evaluated, the Senior Field Placement Agency Checklist should be reviewed, supervisory issues should be evaluated, and initial discussions regarding the mid-semester evaluation should occur. During the second meeting student progress is monitored through reviewing student progress during placement, aspects of the learning contract that may not have been completed and issues related to the final evaluation.
11. The student is expected to record his or her hours spent in placement on a Placement Time Sheet and have the record signed by the field instructor (or designee) on a weekly basis to assure that the student is making adequate progress toward completing the 450 hours of field experiences.

Procedures for resolving problems in the field (Student Initiated)

Students may not unilaterally end field practice without the knowledge of their faculty advisor/field coordinator and field supervisor. This action is contradictory to our contractual agreement with agencies. Students who are experiencing problems should initiate dialogue according to the following process:

1. The student must first discuss problems in the field with the field supervisor and subsequently the field coordinator. Factors involved must be clearly delineated.
2. The field supervisor will discuss problems with the field coordinator.
3. A conference will be held between the student, the field coordinator, and the field supervisor, and a decision will be made regarding the desired change of placement. The discussion of a new field placement will not occur until after such a conference is held.
4. The field coordinator will assist the student in finding a new field placement. Plans for a new placement will specify expectations in terms of hours to be completed, learning goals, tasks and the basis for evaluation.
5. If the situation is not resolved to the satisfaction of the student, the grievance procedures found in the Messiah College Social Work Program Student Handbook are to be followed.

6. Students may not withdraw from field practice without permission of their advisor and the field coordinator. If a student's schedule is revised to exclude field, she/he must also withdraw from the seminar class. The seminar class and field practice must be taken concurrently.

Procedures for resolving problems in the field (Field Instructor Initiated)

At times, field Instructors may experience problems with students in field practice and believe a change of placement would be a desirable outcome. In such instances the following process should be initiated:

1. If the field supervisor initiates the request for change, it must be discussed with the field coordinator and subsequently the student. Factors involved must be clearly delineated.
2. The field coordinator will discuss the problem with the student's advisor.
3. A conference will be held between the student, his/her advisor, the field coordinator, and the field supervisor, and decision will be made regarding the desired change of placement. The discussion of a new field placement will not occur until after such a conference is held.
4. The field supervisor is expected to complete a field evaluation in consultation with the student and field coordinator.

Policies, Criteria and Procedures for Maintaining Field Liaison Contacts with Agencies

The following are requirements of the field practice experience which facilitate the maintenance of Field Liaison contacts with placement agencies.

1. Social work faculty initiates frequent contacts with community agencies to develop and evaluate possible field experience sites.
2. Orientation to Field Seminars and Field Instruction Seminars facilitate regular contact between agencies and social work faculty.
3. Evaluative measures instituted to assess student progress during the field experience facilitate frequent contacts with agencies and field instructors. Program policy dictates at least two site visits per semester to each field experience site.
4. Field Instructors are invited to periodic trainings facilitated by the social work program.
5. Field Instructors are encouraged to attend the end of year senior portfolio presentations.
6. Field instructors are encouraged to participate in the Community Advisory Committee.

Policies, Criteria and Procedures for Evaluating Student Learning

Student learning in the field is evaluated through a variety of methods. Formal mid-semester and final evaluations are completed by the field supervisor in consultation with the student. Evaluation forms consist of a series of basic skills and both narrative and Likert items organized around the objectives of the field. These forms are reviewed with the students during the SOWK484 Preparation for Field Experience class to emphasize their importance as a learning tool. Additionally, students and field supervisors develop a Learning Contract which identifies specific placement objectives, tasks to be completed that accomplish placement goals, and methods to evaluate progress. Evaluating progress made in completing the objectives and tasks also provides insight into student learning during the placement experience since the plans are based on the areas students will be evaluated. Additionally, the field liaison discusses and evaluates student learning during the two scheduled site visits while the student is in placement. The field liaison completes a Field Liaison Site Visit Form during each visit which identifies student progress made in placement, any issues to be addressed and notes action steps to be implemented to facilitate student improvement.. The senior seminar instructor assigns a grade for the field experience based on an assessment of the student's work during placement (learning contract, evaluations, time sheets, liaison field visits and Field Liaison Site Visit Forms, feedback from the field instructor, specific assignments assigned to assess the field experience

and overall assessment of professionalism and competency). Each of these evaluation areas are identified in the course syllabus.

Student learning is also evaluated through the SOWK485 Seminar in Social Work Practice course that runs concurrent with SOWK490 Field Practice in Social Work course. The primary method of evaluation is through a Social Work portfolio that is developed and presented during the course. Students use the program objectives as the foundation for developing the theme of the portfolio. Students are expected to review and evaluate their learning through the program as it relates to the program objectives. The portfolio is also used as a tool to evaluate the level of professionalism obtained by students and to assess strength and challenge areas for students. Other evaluative tools utilized by the SOWK485 course include writing assignments related to weekly readings, class presentations and class discussions. Each of these evaluation areas are identified in the course syllabus.

Policies, Criteria and Procedures for Evaluating Agency Effectiveness in Providing Field Instruction

Evaluating agency effectiveness in providing field instruction is an ongoing process that begins before the student enters placement and continues through a student's completion of the placement requirements. The initial process begins when the agency submits an Agency Profile Form. The form provides information on the types of services which are provided by the agency, the areas in which the students would be placed and the responsibilities the student would have while in placement. Additionally, the Field Instructor Profile Form, which is required of all field instructors, outlines the qualifications of the field instructor to provide adequate training and supervision to students while in placement. Faculty also evaluate potential agency effectiveness during interactions with the agencies while establishing field sites and during training and orientation seminars. The faculty liaison assesses agency effectiveness during site visits while the student is in placement. During the visits the field liaison assesses the agency's effectiveness in developing an effective learning contract, providing adequate orientation, creating a work environment that is conducive to learning, and in assigning appropriate work assignments (See Senior Field Placement Agency Checklist). Information provided on the student evaluation forms is also a source of information for assessing agency effectiveness. The level of importance a field instructor places in completing the evaluation forms and the information shared about student progress helps the program in assessing the quality of the placement. Students also complete a Student Evaluation of Field Placement Form at the end of the experience to assess how well the placement met student learning needs and professional interests, provided adequate supervision time, created a working environment that was conducive to learning, and clearly defined student roles and responsibilities.

Qualifications of Field Instructors

The Messiah College Social Work Program requires that all senior field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. To assure compliance with this policy, all potential field instructors must submit a Field Instructor Profile Form outlining professional credentials and experiences to assure their qualifications meet program requirements. The form is forwarded to the field coordinator for review and approval. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program would need to assume responsibility for reinforcing a social work perspective and evaluating student progress for placement to occur.

Field Instructor Orientation and Field Instructor Seminar

Messiah offers SOWK490 Field Practice in Social Work during the spring semester. A half day field instructor orientation seminar is offered to new field instructors and a field instructor seminar is offered to seasoned field instructors in early January to assure that all field instructors are familiar with program goals and objectives, field practice policies and expectations, program requirements, and any program changes that have been instituted in the previous year. New field instructors are invited to a morning session to help orient supervisors to being a field instructor. Seasoned field instructors are used as guest speakers to assist in the orientation process and to help answer questions. Seasoned instructors join the new instructors at about mid-morning and the training continues until mid-afternoon. Students are expected to attend the field instructor orientation and seminar. The field orientation and field instructor seminar provides opportunities for the field instructors to interact with each other, to interact with faculty and students, and to ask questions. All field instructors are also invited to periodic trainings and seminars sponsored by the social work program, and to the senior portfolio presentations at the end of the semester.

Continuing Dialog with Agencies and Field Instructors

Requirements related to teaching practice skills, developing field placement sites, coordinating student placements and professional development activities assures reciprocal relationships with the practice community. Social work faculty regularly invite community agency personnel representing a wide range of agencies and diverse fields of practice into the classroom as guest lecturers. Additionally, social work faculty initiates frequent contacts with community agencies to develop and evaluate possible field experience sites. Evaluative measures instituted to assess student progress during the field experience facilitate frequent contacts with agencies and field instructors. Program policy dictates at least two site visits per semester to each field experience site. Faculty also interact with community agencies through participation on community boards and in community research projects. Many members of the Community Advisory Committee for the social work program are also field instructors for the program. The purpose of the Community Advisory Committee is to promote a reciprocal and ongoing relationship between the Social Work Program and members of the practice community in order to enhance social work education at Messiah College. The Community Advisory Committee functions as an advisory body to the Social Work Program at Messiah College to offer consultation on curriculum and issues relating to program policy and practices. The Committee meets at least one time each semester and is composed of eight to twelve members including the Director of the Messiah College Social Work Program, the Field Coordinator, two student representatives from the social work program, and four to eight representatives from the practice community. Every effort is made to enrich the work of the Committee by actively seeking members who reflect racial, cultural, and ethnic diversity as well as diversity in fields of practice.

Policies Related to Field Placements in an Agency where the Student is also Employed

Students who are interested in completing field placements in agencies where they are employed must meet specific requirements to assure that the field experiences are different than the roles and responsibilities the students have as part of their employment. Students who are requesting a placement where they are employed must provide the field coordinator with a job description and a list of employment responsibilities, and submit a plan to show how employment and field responsibilities will be differentiated. The field coordinator will determine if sufficient evidence has been provided to assure that the student assignments and field education supervision is different than those associated with the student's employment. If approval is granted, the plan will be monitored in coordination with the field instructor and during site visits by the field liaison.

Description of Senior Placement Forms

- 1) **Agency Profile Form** – The agency profile form is completed by an agency identified as a potential field practice site. The form is evaluated by the field coordinator and is used as a tool to assess the feasibility of an agency to provide a social work practice experience for the student that is commensurate with the student’s learning needs.
- 2) **Field Instructor Profile Form** – This form is completed by potential field instructors within approved agency sites. A completed form is evaluated by the field coordinator and is designed to assess the qualifications of the applicant to provide field instruction for students.
- 3) **Letter of Agreement for Field Practice Form** – Agencies agreeing to take students for their practice experiences must sign a letter of agreement. The form is also signed by the student and a social work faculty member. The form is used to outline the roles and expectations for the student, the field instructor, and the social work program in providing quality field practice experiences for students.
- 4) **Student and Agency Contact Information Form** – This form is to be completed by the student within the first week of placement and submitted to the field coordinator. The information will be used as a guide for whom to contact in case of an emergency. Students should submit a new form if any of the information changes during the course placement.
- 5) **Learning Needs Assessment Form** – This form is completed by the student during the SOWK484 Preparation for Field Practice class. It is designed to assist students in developing a plan of action for identifying and meeting specific learning needs while in placement, and the form should be used by the student in the decision making process for assessing agency fit in meeting learning needs. Once a student is in placement the form should also be used by the field instructor and the student to developing a student learning contract.
- 6) **Student Learning Contract** – During the first two weeks of placement the student and the field instructor should develop a specific learning contract that identifies the specific goals and objectives for the placement experience. The Learning Needs Assessment should be used as a guide for the student and the supervisor in creating a plan of action that meets the learning needs of the student and that meets the program’s goals and objectives for the field experience.
- 7) **Agency Checklist** - This form is designed to facilitate student orientation to the field agency. The form should be completed by the field instructor and the student during the first few weeks of placement and should be reviewed by the field liaison during the first site visit.
- 8) **Mid-semester Evaluation** – The mid-semester evaluation is completed during the first half of a student’s placement and is used as a tool by the agency, the student and the program in assessing the student’s progress in meeting the learning needs and placement objectives. Issues identified during the mid-semester evaluation process should be addressed by the agency, the student and the field coordinator and a plan of action should be developed to address those concerns.
- 9) **Final Evaluation** - The final evaluation is completed by the field instructor and the student during the last weeks of placement and is used as a tool by the agency, the student and the program in

assessing the student's overall progress toward meeting the student's learning needs and placement objectives. Both the mid-semester and the final evaluations will also be used as tools by the faculty in assigning a course grade for the placement.

- 10) **Time sheet** – The time sheet is used to document the actual number of work hours a student completes in placement. Students should note that time spent while at lunch is *not* included in the total number of hours spent in the agency. The student is expected to keep a daily record of hours and have the field instructor sign off on the time sheet on a weekly basis. The student is also expected to submit a copy of the signed time sheet to the field coordinator on a weekly basis.
- 11) **Field Liaison Site Visit Form** – This form is used by the field liaison to document the issues discussed during any agency site visits completed while a student is in placement and to note actions to be taken to address any issues identified during the visits.
- 12) **Student Evaluation of Field Placement** – At the end of the placement the student is to complete an evaluation of the field placement experience and submit it to the field coordinator. The evaluation will be used as a tool in assessing agency effectiveness in meeting program goals for the placement.
- 13) **Field Instructor Evaluation of Social Work Program** – The field instructor is expected to complete an evaluation of the social work program at the end of a student's placement. The instrument will be used by the program to evaluate program goals and objectives related to field placements and to assess the need to make changes to better serve the student, the agency and the program.

Social Work Agency Profile Form

Name of Agency _____

Address _____

Name of Program Director _____ Phone number _____

Who is the contact person at your agency who coordinates overall placement logistics?

Name _____ Phone number _____

Names of possible field instructors, professional degree, and phone number

1) _____ Degree _____ Phone number _____

2) _____ Degree _____ Phone number _____

3) _____ Degree _____ Phone number _____

Who should the student contact to make specific arrangements for placement?

Name _____ Phone number _____

In the space provided, please provide a brief description of your program.

Describe the types of services that you provide.

Describe the client population that you serve.

Describe your agency's philosophy for providing field experiences to social work students and your motivation for taking students at your agency.

Describe the types of responsibilities and duties that the student would have at your agency

Describe your ability to meet the programs requirements for field experiences as outlined in the field manual.

Describe your intent and ability to provide supervision, orientation, resources and space necessary for the student to complete the learning objectives for the experience.

Describe any liability issues that a student should be made aware of prior to placement.

Messiah College Social Work Program

Check below the type of placement(s) you would be prepared to supervise.

() Sophomore placement: 6 hours per week per week during academic year
(100 hours total, September-May)

() Senior placement: 5 Days per week during Spring semester
(450 hours total, January-May)

For a senior placement starting in January, when would you like the student to initiate the process of arranging a placement? Month_____

For a second year placement starting in September, when would you like the student to initiate the process of arranging the placement? Month_____

Describe the dress code for your agency (type of clothing to be worn).

Are there specific requirements or other information that would be important for students to know before being placed with your agency?

What clearances (if any) are students required to have in order to work at the agency?

In the space provided, list the location of your agency and provide directions to your agency from Messiah College (e.g. located off Route 15 north of Dillsburg).

Messiah College Social Work Program

Thank you for your time and effort in completing this request for information. The information provided will be used to assess the appropriateness of your agency to meet our student needs related to field education. It will also be used by our students in determining their choice for a field placement.

Please complete the form and forward it to:

Dr. Charles Seitz
Field Coordinator
Messiah College
One College Avenue, Box 3057
Grantham, PA 17027

The following is to be completed by the field coordinator for Messiah College
Reviewed and approved:

Date: _____

Notes: _____

Social Work Field Instructor Profile Form

This form is used to assist in determining your qualifications for field instruction. Please complete the information below and forward the form to:

Dr. Charles Seitz
Field Coordinator
Messiah College
One College Avenue, Box 3057
Grantham, PA 17027

Name: _____ Phone: _____

Agency Affiliation: _____

Agency Address: _____

Professional Education:

University: _____ Degree Awarded: _____ Date: _____

University: _____ Degree Awarded: _____ Date: _____

University: _____ Degree Awarded: _____ Date: _____

Describe any experience you have in training students in the field of social work and/or social services.

Describe why you are interested in being a field instructor.

Describe your philosophy for teaching students in a practice setting.

Describe what skills you will bring to this learning experience for students.

The following is to be completed by the field coordinator for Messiah College
Reviewed and approved: _____ Date: _____

Letter of Agreement for Field Practice Form

The following student _____

Will be interning at (agency) _____

From (Dates) _____ to _____.

Expectations for Field Practice

Responsibilities for students:

1. Students are expected to read and abide by the policies, criteria and procedures for students outlined in the Messiah College Handbook.
2. Students are expected to have read and to abide by the guidelines outlined in the NASW Code of Ethics.
3. Students are expected to familiarize themselves with and adhere to the confidentiality procedures of their placements and to the laws of the state.
4. Students are to recognize their role and responsibilities as a social work student, and to recognize the qualifications and limitations that go along with that role when working with clients.
5. Students are expected to accurately and reliably maintain written and other records required by their placement.
6. Students are to refrain from dual relationships with anyone with whom they are providing clinical services.
7. Under no circumstances should students become involved in sexual or romantic relationships of any sort with clients of the practice agency. Additionally, they are expected to refrain from any type of sexual harassment.
8. Students are expected to notify the agency, field liaison and field coordinator of any condition that might adversely impact their ability to serve their clients or provide services at the agency.

Responsibilities of Agencies and Field Instructors:

1. It is expected that agencies and field instructors conduct themselves in a manner that is consistent with the guidelines outlined in the NASW Code of Ethics.
2. The agency and the field instructors are expected to read and abide by the policies, criteria and procedures for agencies and field instructors outlined in the Messiah College Handbook.
3. Field instructors are expected to participate in the Field Instructor's Seminars offered by the College

Messiah College Social Work Program

4. Field instructors are expected to at a minimum provide one hour of supervision to each student and to work with the student to complete the learning needs contract, the student mid-semester evaluation and the final evaluation.
5. The agency is expected to provide a safe and respectful learning environment for the student, as well as abide by the rules and regulations governing quality human services practice.
6. The agency will notify the field liaison and the field coordinator of any issues or concerns related to the student or the student placement.

Responsibilities of the Social Work Program:

1. It is expected that the faculty conduct themselves in a manner that is consistent with the guidelines outlined in the NASW Code of Ethics.
2. The faculty is expected to develop and abide by the policies, criteria and procedures for the social work program outlined in the Messiah College Handbook.
3. The faculty is expected to provide a Field Instructor Seminar at least once per year.
4. The faculty is expected to provide a preparation to field experience course to students prior to students entering field and to provide a senior seminar course that runs concurrent with the practice experience where students and Messiah faculty can process placement learning and experiences.
5. Under most circumstances, the designated faculty will make a minimum of two site visits to the agency and student to ascertain progress of the student in practice and to provide guidance for any special issues that may arise.
6. Social work faculty are responsible for making final decisions about a student's placement in an agency and are responsible for awarding the grade for the practice experience.

By signing below I am agreeing to the responsibilities outlined above.

Signature of Agency Representative: _____ Date: _____

Signature of Student: _____ Date: _____

Signature of Field Coordinator: _____ Date: _____

Student and Agency Contact Information

Student Information:

Student Name: _____

Current Address: _____

Phone Number: _____

Email Address: _____

Person to Contact in case of emergency: (Name) _____

(Relationship to student) _____ (Phone Number) _____

Agency Information:

Name of Placement Agency: _____

Mailing Address of Agency: _____

Name of Supervisor: _____

Supervisor Phone Number: _____

Alternate Contact Person at Agency: _____

Alternate Contact Phone Number: _____

Contact Information:

Student's Primary Work Site: _____

Address of Primary Work Site: _____

Primary Work Site Phone Number: _____

Student's Secondary Work Site: _____

Address of Secondary Work Site: _____

Secondary Work Site Phone Number: _____

Hours: Write the weekly times and number of hours you have agreed to be in placement in the table below (Example: Monday – 1:00PM to 8:00PM, 7hours) Also note which site if necessary.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Student Learning Needs Assessment

I. Personal Data

Student Name: _____

School Address: _____ Phone: _____

Home Address: _____ Phone: _____

Do you have a car available for your field placement? _____

II. Background Data

Please provide the agency with a resume or essay describing other talents and experiences that you are bringing with you to the agency. This may include volunteer experience, paid work experience, and academic success.

III. Learning Needs

Discuss your current learning needs using the following questions as a guide. This data will inform the agency of your learning needs and objectives for your field experience. Specific indicators of success in addressing your learning needs will be developed in consultation with your supervisor and field coordinator. These indicators will be constructed based on the information you provide. You are expected to relate your learning needs with an open, professional self-evaluation and clear articulation of needs.

- How well do you feel you have achieved the program's educational objectives?
- What specific program educational objective areas do you see you still need to address?
- What are your expectations for supervision? How do you intend to use supervision?
- What is your learning style? (How do you learn best?)
- What practice activities would allow you to gain experience for generalist practice?
- What obstacles do you feel could affect your learning?

IV. Learning Assessment

A. Learning Objectives

Using the answers to the personal assessment questions above, develop learning objectives for this experience. Reviewing the Student Placement Objectives and Practice Competencies, along with specific course objectives may assist you in identifying specific skills, knowledge, or competencies you would like to develop during your placement. Remember that making your objective specific will make it easier to identify tasks and measure progress. You will use these objectives to complete the Learning Objectives section of your Learning Contract after consulting with the agency supervisor and considering the agency's needs.

B. Tasks designed to accomplish the identified goals.

Consider the objectives you have developed. Identify tasks that you could complete or participate in that would allow you to reach your learning objectives. Again, be specific. These tasks will provide you and your supervisor with tasks or activities to incorporate into your placement. You and your supervisor will discuss possible tasks and these will be used to complete the Tasks section of your Learning Contract.

C. Methods to be used in monitoring progress.

How will you know your objectives have been accomplished? How can you measure your progress? Consider your objectives and the tasks you have designed to accomplish the goals. List indicators of success or competency. These measures, devised by you and your supervisor, will be used in the Methods of Monitoring Progress section of your Learning Contract and will allow you to measure your learning in the identified areas.

Learning Needs Assessment Format:

I. Personal Data

II. Background Data

III. Learning Needs

- How well do you feel you have achieved the program's educational objectives?
- What specific program/course educational objective areas do you see you still need to address?
- What are your expectations for supervision? How do you intend to use supervision?
- What is your learning style? (How do you learn best?)
- What practice activities would allow you to gain experience for generalist practice?
- What obstacles do you feel could affect your learning?

A. Identifying Learning Needs: What areas of practice, skill or knowledge still need development to achieve the program's educational objectives?

IV. Learning Assessment

A. Developing Learning Objectives: Based on question A above, identify specific skills, knowledge or competencies you would like to develop while in placement.

B. Identifying tasks that will develop skills and competencies, and will increase knowledge base: Identify specific tasks that you could complete or participate in that would allow you to reach your learning objectives.

C. Measuring progress toward meeting identified learning objectives: Identify how you will know your learning needs have been met while in placement.

Senior Field Placement

Student Learning Contract

Date _____

Semester: _____

Name of Student _____

Name of Field Instructor _____

Agency _____

Name of Agency Supervisor _____

Phone Number of Agency Supervisor _____

*Student will spend a minimum of 450 hours at the agency during the semester.

The student will begin placement on _____. He/She will end placement on _____.

Days and times student is expected to be at the agency:

Days	Times the student is expected to begin and end placement
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

List of student responsibilities while in placement.

Learning objectives for the semester as agreed upon by the student and agency supervisor.

(Please review the learning needs assessment developed by the student as a tool when developing the learning contract).

Tasks designed to accomplish the goals identified by the student and the supervisor.

Methods to be used in monitoring progress.

By signing below I agree to the learning objectives and responsibilities outlined above.

Signature of Student _____ Date _____

Signature of Agency Supervisor _____ Date _____

Signature of Field Coordinator/Liaison _____ Date _____

Senior Field Placement

Agency Checklist

Please review this list with the student and check off the activities that have been completed.

Check Box	Agency preparation and orientation activities with social work student. The list will be used as a guide when the field instructor makes the first agency site visit.
	Student has adequately been introduced to the agency.
	*Student has been provided with agency mission and goals
	* Student has an awareness and understanding of agency programs
	*Student has been introduced to agency staff and personnel
	*Student has been given a tour of the agency facility
	*Provide student with student identification card, agency directory
	*Arrange for student to participate in agency orientation sessions
	Working environment
	*Student has been provided a workspace within the agency
	*Student has access to agency equipment and supplies- computer, telephone, paper, etc.
	Provide student with procedure and forms required by the agency
	*Provide student with necessary manuals, protocols and forms to perform tasks
	*Orient student to agency policies, dress code, agency rules and regulations
	*Orient student to procedures around confidentiality, child abuse/ neglect procedures
	*Orient student to risk management and personal safety issues
	*Review expectations regarding student hours, breaks, attendance, record keeping
	Agency and educational expectations
	*Provide student with educational materials, readings, agency reports, staff trainings
	*Clarify dates and times of weekly supervision, student and supervisor expectations
	*Clarify work expectations, case documentation procedures, deadlines, meetings
	*Clarify backup procedures if student has a case emergency
	*Cover liability issues with student, use of agency equipment, vehicles etc.
	*Review expectations related to professionalism, values and ethics, agency norms
	Work related tasks
	*Provide student opportunities to observe the field instructor and other staff
	*Develop learning contract with student
	*Begin assigning tasks, cases and projects which are appropriate for learning
	*Provide other activities for students during slow periods or downtime
	Other

Field Placement Evaluation Form

Check One: _____ **Mid-Semester Evaluation Form** **OR** _____ **Final Evaluation**

The following form is to be used to evaluate the student’s basic work skills in a practice setting.

Student Name:

Agency:

Supervisor completing this form:

Date:

Please forward this evaluation to:
 Dr. Charles Seitz
 Instructor and field coordinator
 Messiah College
 One College Avenue, Box 3057
 Grantham, PA 17027

Performance Level

Area	Excellent	Very Good	Good	Fair	Poor
Student arrives on time/ leaves when scheduled					
Student uses time effectively during placement					
Student informs field instructor of actions					
Student notifies agency if absent or needs time off					
Student is reliable and completes tasks on time					
Student is responsive to agency norms					
Student interacts appropriately with other staff					
Student completes assigned hours/ days on site					

Evaluation: Part 2

This part of the evaluation is to be completed by the student and the field supervisor by the date specified at the beginning of placement. Please fill out this evaluation and include as much detail as possible. The evaluation is based upon the ten educational objectives of the Social Work program that were given to you prior to the student's placement.

1. *Ability to think critically about his/her own values as they relate to social work. Awareness and ability to self reflect on implications of their values on them as a professional social worker.*

Indicators: Does the student exemplify behavior/skills in the following areas? (Rate student for each indicator).

- **Sensitivity to those whose opinions/values are different**
Poor Fair Good Very Good Excellent
- **Is aware that each person brings his/her own bias to the profession**
Poor Fair Good Very Good Excellent
- **Is able to demonstrate objectivity**
Poor Fair Good Very Good Excellent
- **Identifies personal learning needs**
Poor Fair Good Very Good Excellent
- **Takes responsibility for his/her mistakes**
Poor Fair Good Very Good Excellent
- **Has developed his/her own sense of where values come from and how they shape people**
Poor Fair Good Very Good Excellent
- **Is able to differentiate between personal and professional values**
Poor Fair Good Very Good Excellent
- **Is aware of how he/she is perceived by others**
Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

Understands and adheres to professional social work values and ethics.

Indicators: Does the student:

- **Seek to empower clients**
Poor Fair Good Very Good Excellent
- **Respect the differences in people (physical, racial, mental)**
Poor Fair Good Very Good Excellent
- **Have respect for the dignity and worth of each individual**
Poor Fair Good Very Good Excellent
- **Encourage self-determination**
Poor Fair Good Very Good Excellent
- **Protect client's rights to have access to necessary services**
Poor Fair Good Very Good Excellent
- **Understands his/her role and its limitations**
Poor Fair Good Very Good Excellent
- **Respect and adhere to confidentiality rules**
Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

2. *Portrays an accurate knowledge of the generalist approach to practice.*

Indicators: Is the student able to do the following:

- **Look for a client's strengths**
Poor Fair Good Very Good Excellent
- **Advocate for social justice and equality**
Poor Fair Good Very Good Excellent
- **Evaluate clients with a person-in-environment lens**
Poor Fair Good Very Good Excellent
- **Demonstrate an awareness and respect for diversity**
Poor Fair Good Very Good Excellent
- **Demonstrate the skill to work in multiple different fields of Social Work**
Poor Fair Good Very Good Excellent
- **Apply knowledge and use skills to work in different systems (individual, group, community)**
Poor Fair Good Very Good Excellent
- **Recognize each person's potential to change**
Poor Fair Good Very Good Excellent
- **Apply her/his skills to various levels of intervention (micro, mezzo, macro)**
Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

3. *Is able to assess a situation and pick out structural inequities based on class, race/culture, ethnicity, gender, sexual orientation, and other forms of oppression.*

Indicators: Does the student:

- **Have an awareness of the barriers that clients face based on differences in race, culture, class, ethnicity, gender, sexual orientation and age**
Poor Fair Good Very Good Excellent

- **Understand the concept of powerlessness and alienation and how these feelings affect behaviors, attitudes, and development**
Poor Fair Good Very Good Excellent

- **Understand why social inequities exist and possess a willingness to advocate for social justice**
Poor Fair Good Very Good Excellent

- **Have the realization that institutional discrimination exists and how it affects the opportunities available to people**
Poor Fair Good Very Good Excellent

- **Have an awareness of his/her professional self when relating to people from a different age, race, gender, sexual orientation, etc.**
Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

4. *Understands how historic social patterns, values and institutional arrangements have affected current social policy and services.*

Indicators: Does the student:

- **Have a knowledge of past historical practices in social work**

Poor Fair Good Very Good Excellent

- **Understand the unique qualities that make social work different from other helping professions**

Poor Fair Good Very Good Excellent

- **Have a knowledge of how social policy is introduced, amended, and eventually approved as official policy**

Poor Fair Good Very Good Excellent

- **Understand the barriers that create problems during the process of writing social policy**

Poor Fair Good Very Good Excellent

- **Have an awareness of the societal attitudes towards certain populations of people and how these attitudes affect social policy**

Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

5. *Is able to approach people and situations with a holistic lens, taking into account the psychological, biological, social, spiritual, economic, and political aspects.*

Indicators: Does the student:

- **Assess a client in all areas (i.e. biological, spiritual, psychological)**
Poor Fair Good Very Good Excellent
- **Focus first on a client's immediate needs (i.e. food, shelter, safety)**
Poor Fair Good Very Good Excellent
- **Understand how each aspect of a person impacts their autonomy and ability to cope with their situation**
Poor Fair Good Very Good Excellent
- **Collect and analyze data that portrays each individual as a person in an environment unique to him or her**
Poor Fair Good Very Good Excellent
- **Understand how each individual's environment and background have affected their development in each of the aspects of the holistic lens**
Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

6. *Is able to evaluate his/her own effectiveness as a social worker as well as the effectiveness of the agency through application of theories and research findings.*

Indicators: Is the student able to:

- **Accurately perceive his/her strengths and weaknesses and be cognizant of them while working with clients**
Poor Fair Good Very Good Excellent

- **Adapt his/her skills and processes according to the type of client that he/she is working with**
Poor Fair Good Very Good Excellent

- **Recognize qualities of the agency that promote or deter certain clientele**
Poor Fair Good Very Good Excellent

- **Think critically about how the agency's policies and procedures affect the progress of its clients**
Poor Fair Good Very Good Excellent

- **Take responsibility for his/her own learning**
Poor Fair Good Very Good Excellent

- **Is able to critically evaluate the agency's services and identify ways that the agency could be more responsive to its clients and the community**
Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

7. *Is able to communicate effectively verbally, non-verbally, and in writing with clients, people involved in the agency, and people outside of the agency.*

Indicators: Does the student:

- **Communicate his/her ideas clearly and succinctly in writing**
Poor Fair Good Very Good Excellent
- **Present professional looking papers, memos, documents**
Poor Fair Good Very Good Excellent
- **Use language that clients are able to understand**
Poor Fair Good Very Good Excellent
- **Communicate with agency staff regularly**
Poor Fair Good Very Good Excellent
- **Initiate or return communication with outside of agency people on a timely basis**
Poor Fair Good Very Good Excellent
- **Is capable of writing professional quality notes and interview summaries in a timely fashion**
Poor Fair Good Very Good Excellent
- **Is able to correctly and accurately fill out agency records**
Poor Fair Good Very Good Excellent
- **Understands the mission of the agency and is able to communicate this to those outside of the agency**
Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

8. *Understands the value and use of supervision to further develop and refine skills and ensure quality of service to clients.*

Indicators: Does the student:

- **Positively respond to critical evaluation**

Poor Fair Good Very Good Excellent

- **Display an openness to learning and improving social work practice**

Poor Fair Good Very Good Excellent

- **Come prepared to supervision meetings**

Poor Fair Good Very Good Excellent

- **Demonstrate verbal and written communication skills with supervisor**

Poor Fair Good Very Good Excellent

- **Alert supervisor of problematic situations in a timely manner**

Poor Fair Good Very Good Excellent

- **Provide supervisor with feedback**

Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

9. *Understands the dynamics of human service organizations and know how to engage in productive organizational change.*

Indicators: Does the student:

- **Participate in staff meetings and give input**

Poor Fair Good Very Good Excellent

- **Take on different roles such as leader, mediator, advocator**

Poor Fair Good Very Good Excellent

- **Show an awareness of the barriers that form when people are trying to advocate for change**

Poor Fair Good Very Good Excellent

- **Show sensitivity to those who may be resistant to changes that will not necessarily benefit them**

Poor Fair Good Very Good Excellent

- **Have an openness to all persons involved in the change process and to their ideas**

Poor Fair Good Very Good Excellent

- **Have an awareness of the power struggles that can occur between individuals, agencies, and systems when change is necessary**

Poor Fair Good Very Good Excellent

- **Understands the structure of the agency and how that is affected by the mission and purpose of the agency**

Poor Fair Good Very Good Excellent

OVERALL ASSESSMENT - Circle one:

Poor Fair Good Very Good Excellent

Comments: _____

Messiah College Social Work Program

By Signing below I am indicating that the field instructor and the student have collaborated in developing this evaluation and that any problem areas have been discussed.

Field instructor signature: _____ Date: _____

Student signature: _____ Date: _____

Field Coordinator/Field Liaison signature _____ Date: _____

Additional Comments:

Messiah College Social Work Program

Placement Time Sheet

Student: _____ Agency Supervisor: _____

Date:	Arrival Time	Lunch: Start	Lunch: Finish	Departure Time	Number of Hours	Supervisor Signature

Total Hours for the Week _____ Total hours to Date _____

Date:	Arrival Time	Lunch: Start	Lunch: Finish	Departure Time	Number of Hours	Supervisor Signature

Total Hours for the Week _____ Total hours to Date _____

Date:	Arrival Time	Lunch: Start	Lunch: Finish	Departure Time	Number of Hours	Supervisor Signature

Total Hours for the Week _____ Total hours to Date _____

Date:	Arrival Time	Lunch: Start	Lunch: Finish	Departure Time	Number of Hours	Supervisor Signature

Total Hours for the Week _____ Total hours to Date _____

Student Signature: _____ Date: _____

Field Coordinator Signature: _____ Date: _____

Field Liaison Site Visit Form

Name of Field Liaison:

Name of Student:

Placement Site:

Placement Supervisor:

Date of Site Visit:

Type of Visit (Circle one):

Sophomore: Fall Visit Spring Visit Other: Note reason below

Senior: First Visit Final Visit Other: Note reason below

Comments (use back of form if necessary)

Review of Student objectives and skills to be learned:

Review of placement learning contract:

Review of Agency Checklist:

Progress in placement:

Agency Issues:

Student Issues:

Liaison Issues:

Notes (Plan of Action):

Student Evaluation of Field Placement

- 1. Name Student _____
- 2. Name of Agency _____
- 3. Name of Agency Supervisor _____

This evaluation form will be used as a reflective tool for the student on his/her placement as well as an indication of whether or not students in the future would benefit from being at the agency mentioned above. Please answer the questions as accurately as possible based on your experiences in the agency. Provide examples wherever it is possible.

4. Please describe in detail all tasks and activities that you completed while at the agency regardless of how often you did them (i.e. include daily tasks as well as other tasks that were not part of your everyday routine).

5. How well did you feel your placement met your learning needs and professional interests?

Excellent Good Average Fair Poor

Please explain.

6. Did you feel that you had sufficient time to meet with your field supervisor? Why or Why not?

7. What was the average amount of time per week you spent with your supervisor?

_____ hours/week

8. Did you have weekly conferences with your supervisor? If yes, please describe what typically occurred in those conferences. If no, please explain why you did not have conferences.

9. Were the facilities and materials provided by the agency adequate for you to perform your job? Please explain.

Messiah College Social Work Program

10. Did someone give you an orientation of the agency? If so, did you gain an understanding of the agency and its main purpose/mission?

11. Did the agency clearly define your role and responsibilities?

12. Do you feel that your supervisor was supportive of your learning experience? Explain.

13. Did you feel that your supervisor fairly evaluated you? Why or why not?

14. Please discuss the strengths and areas to be improved upon of your field instruction.

Strengths:

Improvements:

Please rate the following statements using the scale below.

1. Excellent	2. Good	3. Average	4. Fair	5. Poor	
15. Acceptance from other staff	1	2	3	4	5
16. Access to staff meetings, workshops, training sessions, etc.	1	2	3	4	5
17. Sense of importance to the agency	1	2	3	4	5
18. Exposure to other areas of practice	1	2	3	4	5
19. Overall quality of agency experience	1	2	3	4	5

Messiah College Social Work Program

The following are questions regarding the field experience as a whole.

20. Share your thoughts about your placement. Did you enjoy the experience?

21. Is there anything that Messiah or the agency could have done to enhance your field experience?

22. Would you (check one):

Recommend use of this placement?

Yes_____

No_____

Recommend use only if changes are made?

Yes_____

No_____

Field Instructor Evaluation of Social Work Program

Cooperating field instructors are asked to complete an evaluation of the Messiah College Social Work Program and Field Experience. This evaluation, in addition to the student mid-semester and final evaluations and exit interviews will assist the college in continuing to strengthen the social work program and field experience. Additional comments, suggestions, or information you would like to add is welcome.

Date:

Dates of Field Placement:

Please check the box that best represents your evaluation of the following items.

N/A = Not applicable.

Field Placement Materials	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The Social Work Program Handbook and Field Manual provide appropriate information about the Social Work Program.					
The Handbook and Manual clearly state expectations of students.					
The Handbook and Manual clearly state expectations of the agency and field instructor.					
The Handbook and Manual clearly state expectations of the College and field liaison(s).					
The mid-semester and final evaluation forms are effective evaluation tools.					
Field Work Liaison(s)	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
Notification of student placement allowed adequate time for preparation.					
The liaison was available when you wanted to reach him/her.					
The liaison was knowledgeable and interested in the mission and function of the agency.					
The liaison conducted at least two field visits.					
The liaison provided consultation on learning issues.					
The liaison provided adequate feedback on supervisory issues.					

Messiah College Social Work Program

The liaison was helpful in interpreting expectations.					
The liaison was supportive to the field instructor and the student.					
Curriculum	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The student demonstrated a solid liberal arts educational foundation.					
The student demonstrated effective oral communication skills.					
The student demonstrated effective written communication skills.					
The student was effectively prepared with knowledge and skills needed for field placement.					
The student was able to effectively manage values and ethics in placement.					

Supervisor’s Training

Did you attend the Supervisor’s Training Seminar offered by the program prior to beginning supervision of this student? Yes No

If yes, please describe how the training was helpful when you were planning for this semester and what would have helped you be more successful in directing the student’s learning.

Other

Did any problems arise which required you to seek assistance from the field liaison? Yes No

If yes, was the liaison helpful in resolving the issue? Yes No

In what ways did you find the program faculty to be most helpful?

Have you previously been a field instructor? Number of years:

General suggestions for strengthening the Field Program.

Optional :

Name:

Agency Name:

Thank you for taking the time to complete this evaluation and thank you for your participation in and contribution to social work education.

* Social Work Program Manuals from University of North Carolina at Pembroke and the University of South Florida were consulted to develop this evaluation.

Sophomore Preliminary Placement Information and Forms

Sophomore Placement Objectives and Skills to be Learned (Helping Processes I and II)

Objectives of Helping Processes I: Practice with Individuals

1. To demonstrate an increased self-awareness related to the development of professional knowledge and skills to help others and to evaluate the fit/tensions of professional knowledge and skills with one's Christian faith.
2. To describe your personal values and beliefs, and explain how they operate as strengths or weaknesses in your roles as a beginning social work student.
3. To articulate a personal understanding of and commitment to racial and ethnic diversity
4. To describe and apply systems theory and the generalist perspective of social work practice with a variety of client systems.
5. To demonstrate and apply the basic skills of a helping relationship, including empathy, active listening, interviewing, process recordings and assessment.
6. To evaluate personal and agency effectiveness in the delivery of social work services.
7. To demonstrate the ability to use professional integrity, and to apply the values and ethics of the profession in various practice situations.

Objectives of Helping Processes II: Practice with Families

1. To integrate Christian beliefs and basic social work practice skills with individuals and families.
2. To demonstrate knowledge of theories of human behavior in assessment and treatment planning with families.
3. To understand family developmental issues and to gain a knowledge of how family systems and structures impact families.
4. To apply verbal, nonverbal and written communication skills in practicing basic social work assessment, treatment planning and recording skills.
5. To use supervision and consultation in integrating professional social work values and ethics, and in applying a problem solving approach to the skills of assessment, contracting, and evaluating interventions with client and family systems of differing sizes, and with various issues.
6. To develop practice strategies at a micro and macro level to facilitate change and to develop strategies to reduce sexism, ageism, racism, and homophobia at a beginning level of expertise.

Skills to be practiced through the field experience

1. Development of the idea of a professional self.
2. Experience in interviewing.
3. Experience in relating to individuals.

Social Work Practicum: Introductory Placement Information

Students complete the Introductory Placement during their sophomore year in agencies around the Harrisburg, Mechanicsburg, Camp Hill, and Carlisle areas. This placement is designed to test the fit between their conceptions of social work and the realities of day-to-day social work practice. The practicum serves as a testing ground for the student to grapple with translating the abstract concepts of social work practice into rudimentary skills for intervening with client systems.

Students complete the Admission for Application into the Social Work Program after completing the required courses and placement hours at the end of the sophomore year.

Students are required to complete four hours per week during the fall and spring semester of their sophomore year in an agency. A semester is typically 15 weeks long; therefore, the students spend approximately 50 hours or more in placement each semester (100 hours or more per academic year). They are permitted to volunteer in the agency of their choice, but they are required to contact the agency and have their choice approved by the Field Coordinator.

Major purposes of Introductory Placement

1. Self-screening by students to decide about pursuing a social work career.

The student will use the experiences gained during this block placement when deciding whether to continue social work education. Students make formal application for admission to the Messiah College Social Work Program later in the semester, which includes this Introductory Placement.

2. Screening by Social Work Program faculty to identify students appropriate for social work.

This process begins in SOWK 250 and continues throughout SOWK 360. The introductory placement is a primary source of data about student ability to demonstrate aptitude and potential for operationalizing social work values and knowledge and for gaining practice skills.

3. Beginning socialization to and identification with the profession of social work.

The introductory placement allows students to become familiar with professional social work as it is practiced in an agency setting. Students observe and discuss the social worker's purposes and roles as well as the working relationships which exist between social work and other disciplines which may be represented within the agency.

4. Professional development

Students need to begin to develop a professional self-as-social-worker. Field instructors assist in this process by encouraging students to increase their level of self-awareness, sensitivities, perceptions, strengths, and limitations by arranging for students to experience and process their reactions to ethnicity, religious belief/affiliation, social class, age, sexual orientation, and disability. In addition, they will help students to realistically evaluate their beginning skills in such areas as observing, interviewing, establishing relationships with client systems, and record keeping.

5. Exposure to a social welfare agency

Students need to gain first-hand experience with the structure and functions of a social welfare agency. They need to observe and begin to understand the agency's services, staff roles and functions, the agency's relationship to the broader community, its history and underlying philosophy, and its formal organizational structure.

6. Exposure to client systems

Students need to interact purposefully with client systems of various sizes including individuals, families, groups, and communities served by the placement agency.

7. Exposure to a variety of neighborhoods

Students should be exposed to the neighborhoods surrounding the agency building. Access should be provided to the general consumer community served by the agency to raise student consciousness of social problems, community needs, and the views of community residents. Outreach efforts, home visits, and contact with community organizations and other agencies are useful in achieving this goal.

Suggestions for Types of Agency Experiences for the Introductory Placement

While recognizing that agencies vary greatly in the services they provide and in the opportunities available to students, there are, nevertheless, certain experiences that the Program believes are essential for every social work students. Those essential experiences are listed below. Program faculty are aware that the time-limited and concentrated nature of this field experience may present some challenges in regard to how much depth can be achieved in each of the essential activities and that uneven emphases may result. We are convinced, however, of the importance of addressing each of the essential experiences to the extent possible during a 60-hour time frame. In those instances where a particular experiential opportunity is not available within the agency, our expectation is that the agency will make reasonable efforts to expose the student to that aspect of social work practice in some other department within the agency.

1. *Orientation to the placement agency or program*

All of the students will be strangers to the agencies in which they are placed. If possible, it would be beneficial to the student to have some type of space to work (i.e. desk, small room). In addition, an orientation of the agency would be helpful for the student. Some supervisors have found that even with the larger agency, greater learning and independence are developed by the student taking initiative to plan his/her own orientation with some direction from the field supervisor. This then becomes a learning experience in how to become acquainted with any new agency and not merely orientation to a particular agency. Some brief explanation of office procedures usually eases the student's adjustment. Some helpful get-acquainted activities might also include observation of the waiting room, study of the administrative structure of the agency (a flow chart depicting agency services), viewing an agency video, reading agency cases or reports, attending staff meetings, and observing agency staff at work.

2. *Development of the idea of a professional self*

The student needs to know how she/he is to be designated at the agency and how she/he is related to the work of the agency. She/he needs to have a recognized role as well as understand the role of others in the agency. This can best be accomplished by giving the student a specific title and showing her where she/he would fit into the agency organizational structure. She/he should also be clear as to how she/he will be referred to at the agency (i.e. first name, Ms., Mr., etc.) and how she/he should dress. This is a basic but important step toward development of a professional self.

Another step in this process is the development of a professional relationship with his or her supervisor. This can best be accomplished by scheduling a regular conference time (once a week) and specifying the responsibilities of each party for the conference. Mutual preparation of a concise agenda may lend structure to the conferences.

Confidentiality is learned intellectually in the classroom. In field instruction, it should be pointed out that it is paramount to protect all individuals, groups, and community people by keeping information about them confidential.

Self-awareness and the conscious use of self should be a significant part of the developing professionalization of the student. This can be accomplished by using part of the supervisory conference to give feedback to the student about her/his work in using self. Frequent feedback is essential given the concentrated nature of this early field experience.

3. Experience in Interviewing

The Messiah College Social Work Program believes that interviewing is a fundamental helping skill. As such, it is a major focus of the student learning during this early field experience. All students enrolled in the Introductory Field Placement have engaged in numerous role-played interviews and have had classroom instruction and written exercises pertaining to rudimentary interviewing skills in SOWK 250 Helping Processes I (work with individuals).

Some field supervisors prefer to have students begin by observing an interview conducted by an experienced interviewer while others prefer to review the basic principles with the student and help them carefully plan their initial interviews.

4. Experience in relating to client systems of various sizes.

The development of relationships with client systems of various sizes is a fundamental part of generalist social work practice. It is important that the student gain a flavor of working with groups and communities as well as with individual clients.

For these students in this placement, experience with most groups will most appropriately consist of observational opportunities, as most do not have the necessary beginning skills to co-facilitate or facilitate a group.

The student needs to be helped to understand the relationship of the agency or program where he/she is placed to total community problems and services. Identification of community social problems along with other agencies and programs working in the same field as that in which the student is placed is one of the first steps in enhancing student understanding of these interrelated components. Student attendance at community meetings is desirable.

5. Experience in gathering information, assessing situations, and planning for change.

Students need to experience the challenges of gathering information as a foundation for assessing client situations and planning for change. Although the student will have had very little instruction in the formal assessment process, the field instructor can demonstrate for the student the purposive nature of the information gathered by a social worker in intervening with client systems.

6. Record keeping

The student should gain some experience in recording social work data and in summarizing material gained from interactions with clients, whether those interactions are with individual clients, group sessions, or community meetings.

7. *Evaluation*

The student should learn that evaluation and feedback are essential to social work. Self-evaluation is an important component of evaluation and should be modeled for the student in supervisory conferences so that students understand that evaluation is not other-directed only but a continuous process central to professional development.

Student Performance Evaluation

An evaluation of the student's progress in the preliminary experience is completed at the end of each term of placement. It is recommended that the student fill out one copy of the evaluation and the field supervisor will fill out another copy of the same evaluation. The student and field supervisor would then meet to discuss each person's evaluation. Each person would give reasons for his/her responses, and the student and field supervisor would come to an agreement as to how the evaluation should be fairly and accurately filled out. They could then either fill out a third evaluation form or add notes and comments to one of the original evaluations. The final evaluation should be turned into the Field Coordinator.

Student and Agency Contact Information

(To be completed by student in preliminary practice)

Student Information:

Student Name: _____

Current Address: _____

Phone Number: _____

Email Address: _____

Agency Information:

Name of Placement Agency: _____

Mailing Address of Agency: _____

Name of Supervisor: _____

Supervisor Phone Number: _____

Alternate Contact Person at Agency: _____

Alternate Contact Phone Number: _____

Contact Information:

Student's Primary Work Site: _____

Address of Primary Work Site: _____

Primary Work Site Phone Number: _____

Student's Secondary Work Site: _____

Address of Secondary Work Site: _____

Secondary Work Site Phone Number: _____

Hours: Write the weekly times and number of hours you have agreed to be in placement in the table below (Example: Monday – 1:00PM to 8:00PM, 7hours) Also note which site if necessary.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Sophomore Placement (For SOWK 250 and SOWK 360) - Learning Contract

Date _____

Course _____ **Semester (i.e. Fall 2006)** _____

Name of Student _____

Name of Field Instructor _____

Agency _____

Name of Agency Supervisor _____

Phone Number of Agency Supervisor _____

*Student will spend a minimum of 50 hours at the agency during the semester

Student will begin placement on _____. He/She will end placement on _____.

Days and times student is expected to be at the agency:

Days	Times students are expected to begin and end placement
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Goals for the semester as agreed upon by the student and agency supervisor.

Tasks designed to accomplish the goals identified by the student and the supervisor.

Methods that will be used to monitor progress.

Messiah College Social Work Program

Students are expected to spend a minimum of 50 hours per semester (approximately one day per week) in placement for both the fall and spring semester (100 hours for the academic year). Students are only required to be in placement while each semester is in session.

The student is expected to contact the agency in the event that he/she is unable to go to the agency at the expected date and time.

Students are expected to abide by the NASW Code of Ethics and confidentiality laws, as well as to the rules and regulations set by the agency.

The agency is expected to provide a safe and respectful learning environment for the student, as well as abide by the rules and regulations governing quality human services practice.

The agency and agency supervisors should be familiar with the social work program and the social work handbook and field manual. Agencies used as preliminary field experiences by students should have an approved agency profile and field instructor profile on record with the field coordinator for the social work program.

The agency will notify the Messiah Social Work Program field coordinator of any issues or concerns related to the student or student placement.

The Social Work Program at Messiah College is expected to provide follow up related to student issues while in placement, to visit the agency at least once during each semester for consultation with the agency supervisor and the student, and to oversee student learning needs, the student learning contract and the student evaluations provided to the agency.

By signing below you are indicating that you have read and agree to the learning contract goals and objectives outlined above.

Signature of Student _____ Date _____

Signature of Agency Supervisor _____ Date _____

Signature of Field Coordinator _____ Date _____

Field Evaluation-Fall

Helping Processes I (SOWK 250)

Name of Student _____ Field Supervisor _____

Field Agency _____ Field Instructor _____

Approximate Hours of Supervision _____ Total Hours Spent in Field _____

Assignments/Activities: Please list and describe all of the activities and assignments that the student completed or took part in during placement.

For the following categories, please check the appropriate box based on your observations and perceptions of the student in the field. Please elaborate on the check marks using the designated “comments” section below each chart.

Relationship with Others

	Is always positive and respectful	Is usually positive and respectful	Is sometimes positive and Respectful	Is usually negative or Disrespectful	Does Not Apply
Agency Clients					
Field Supervisor(s)					
Agency Staff					
Other Students					

Comments:-

Communication Skills

	Almost Always	Usually	Occasionally	Rarely	Almost Never
Writing: Can clearly express ideas					
Uses proper grammar, spelling, sentence structure, and punctuation.					
Oral: Speaks clearly and succinctly					
Conveys well thought out ideas and shows ease in communicating					
Is assertive and speaks up when necessary					

Comments:-

Responsibility/Dependability

	Almost Always	Usually	Occasionally	Seldom	Almost Never
Informs Supervisor of Absence or Lateness					
Shows initiative with projects/ activities					
Completes assignments					
Is punctual					
Is reliable					

Comments:-

Ability to Apply Learned Skills

	Almost Always	Usually	Occasionally	Seldom	Almost Never
Understands Agency/Client Needs					
Can apply learned material to practical situations					
Can accurately perceive and analyze a situation					

Comments:-

Awareness of Self and Others

	Almost Always	Usually	Occasionally	Seldom	Almost Never
Shows sensitivity to others					
Is aware of and responsive to client needs					
Is aware of how his/her behavior affects others					
Responds positively to change and is open to new ideas					

Comments:-

Progress over the Semester

Excellent	Good	Fair	Poor	No growth
-----------	------	------	------	-----------

Comments: _____

1. What do you consider to be the student's strengths?

2. On what skills or in what area could the student improve?

3. How well did the student relate to the client population?

Please note any additional comments for the student and/or field coordinator.

Field Supervisor's Signature

Student's Signature

Date

Field Evaluation-Spring

Helping Processes II (SOWK 360)

Name of Student _____ Field Supervisor _____
 Field Agency _____ Field Instructor _____
 Approximate Hours of Supervision _____ Total Hours Spent in Field _____

Assignments/Activities: Please list and describe all of the activities and assignments that the student completed or took part in during placement.

For the following categories, please check the appropriate box based on your observations and perceptions of the student in the field. Please elaborate on the check marks using the designated “comments” section below each chart.

Relationship with Others

	Is always positive and respectful	Is usually positive and respectful	Is sometimes positive and Respectful	Is usually negative or Disrespectful	Does Not Apply
Agency Clients					
Field Supervisor(s)					
Agency Staff					
Other Students					

Comments:-

Communication Skills

	Almost Always	Usually	Occasionally	Rarely	Almost Never
Writing: Can clearly express ideas					
Uses proper grammar, spelling, sentence structure, and punctuation.					
Oral: Speaks clearly and succinctly					
Conveys well thought out ideas and shows ease in communicating					
Is assertive and speaks up when necessary					

Comments:-

Responsibility/Dependability

	Almost Always	Usually	Occasionally	Seldom	Almost Never
Informs Supervisor of Absence or Lateness					
Shows initiative with projects/ activities					
Completes assignments					
Is punctual					
Is reliable					

Comments:-

Ability to Apply Learned Skills

	Almost Always	Usually	Occasionally	Seldom	Almost Never
Understands Agency/Client Needs					
Can apply learned material to practical situations					
Can accurately perceive and analyze a situation					

Comments:-

Awareness of Self and Others

	Almost Always	Usually	Occasionally	Seldom	Almost Never
Shows sensitivity to others					
Is aware of and responsive to client needs					
Is aware of how his/her behavior affects others					
Responds positively to change and is open to new ideas					

Comments:-

Progress over the Semester

Excellent	Good	Fair	Poor	No growth
-----------	------	------	------	-----------

Comments: _____

1. What do you consider to be the student's strengths?

2. On what skills or in what area could the student improve?

3. How well did the student relate to the client population?

Please note any additional comments for the student and/or field coordinator.

Field Supervisor's Signature

Student's Signature

Date

Student Evaluation of Field Placement (SOWK 360)

- 1. Name Student _____
- 2. Name of Agency _____
- 3. Name of Agency Supervisor _____

This evaluation form will be used as a reflective tool for the student on his/her placement as well as an indication of whether or not students in the future would benefit from being at the agency mentioned above. Please answer the questions as accurately as possible based on your experiences in the agency. Provide examples wherever it is possible.

4. Please describe in detail all tasks and activities that you completed while at the agency regardless of how often you did them (i.e. include daily tasks as well as other tasks that were not part of your everyday routine).

5. How well did you feel your placement met your learning needs and professional interests?

Excellent Good Average Fair Poor

Please explain.

6. Did you feel that you had sufficient time to meet with your field supervisor? Why or Why not?

7. What was the average amount of time per month you spent with your supervisor?

_____ hours/month

8. Did you have regular conferences with your supervisor? If yes, please describe what typically occurred in those conferences. If no, please explain why you did not have conferences.

9. Were the facilities and materials provided by the agency adequate for you to perform your job? Please explain.

Messiah College Social Work Program

10. Did someone give you an orientation of the agency? If so, did you gain an understanding of the agency and its main purpose/mission?

11. Did the agency clearly define your role and responsibilities?

12. Do you feel that your supervisor was supportive of your learning experience? Explain.

13. Did you feel that your supervisor fairly evaluated you? Why or why not?

14. Please discuss the strengths and needs improvement areas for this experience.

Strengths:

Needs Improvement:

Please rate the following statements using the scale below.

1. Excellent	2. Good	3. Average	4. Fair	5. Poor	
15. Acceptance from other staff	1	2	3	4	5
16. Access to staff meetings, workshops, training sessions, etc.	1	2	3	4	5
17. Sense of importance to the agency	1	2	3	4	5
18. Exposure to other areas of practice	1	2	3	4	5
19. Overall quality of agency experience	1	2	3	4	5

Messiah College Social Work Program

The following are questions regarding the field experience as a whole.

20. Share your thoughts about your placement. Did you enjoy the experience?

21. Is there anything that Messiah or the agency could have done to enhance your field experience?

22. Would you (check one):

Recommend use of this placement?

Yes_____

No_____

Recommend use only if changes are made?

Yes_____

No_____

Additional Field Information

Clearances

Senior Placements:

Some field placements require you to have background checks before the start of your field practice. If you have not already done so, you need to request the following clearances **no later than September 15th**.

Sophomore Placements (Helping Processes I and II):

Each course requires a 50 hour preliminary practice experience. When the semester begins, placements will be coordinated and students should start within the first 2 weeks. Some placements require background checks and it is the student's responsibility to have these completed. Because they may take several months to be processed, the clearances need to be requested **before May 1st**.

Instructions

You will need internet access to download certain forms and instructions. If you do not have internet access, please contact the Field Placement Coordinator (X3240) for other options.

- I. ALL students need to complete
 - A. Request for Criminal Record Check
 - B. Pennsylvania Child Abuse History Clearance

- II. In addition, non-Pennsylvania residents ONLY need to complete
 - C. FBI Record Request

NB: To be a PA resident, you must have lived in PA for the two years immediately preceding the placement.

A. Request for Criminal Record Check

There are 2 options:

- 1) Use an online form, paying with a credit card.
- 2) Use a paper form and pay with a money order.

Details about options:

- 1) **Online Form:**
Go to <https://epatch.state.pa.us/Home.jsp>

- 2) **Paper form:**
 - a) Go to <http://www.dpw.state.pa.us/Child/ChildAbuseNeglect/003671038.htm>. There is a link at the bottom of the page to the Request for Criminal Record Check Form. Print this form.

- b) Fill out the form completely. Fill in the “Reason for Request” to the best of your knowledge. It will most likely be elder care, child care, school district or “other”. Use your home address.
- c) Obtain \$10.00 money order payable to *The Commonwealth of Pennsylvania*. Money orders are available from the Alley and banks.
- d) Send the form and the money order to:

Pennsylvania State Police
Central Repository – 164
1800 Elmerton Avenue
Harrisburg, PA 17110-9758
- e) Allow 6 weeks for processing. If your processing is delayed, call (717) 783-9144.

B. Pennsylvania Child Abuse History Clearance

- 1) Go to <http://www.dpw.state.pa.us/Child/ChildAbuseNeglect/003671038.htm>. There is a link at the bottom of the page to The Pennsylvania Child Abuse History Clearance form. Print this form.
- 2) Fill out the form completely, including the “Purpose for Clearance”. Although you may be a volunteer, DO NOT CHECK the volunteer block. For this you need a copy of your Criminal Record Check, which you most likely do not have yet. Unless you know you will be working in a school district, check the CHILD CARE block. This is the catch-all category.
- 3) Obtain a \$10.00 money order payable to *The Department of Public Welfare*. Money orders are available from the Alley and banks.
- 4) Send the form and the money to:

Childline and Abuse Registry
Department of Public Welfare
P.O. Box 8170
Harrisburg, PA
17105-8170
- 5) Allow 6 weeks for processing. If your processing is delayed, call (717) 783-6211.

C. FBI Record Request

Find complete instructions at <http://www.fbi.gov/hq/cjisd/fprequest.htm>.

Note: You are not filling out a form like the other clearances. There are 3 necessary parts.

- 1) Write a letter requesting a copy of your FBI record (or proof that a record does not exist). A sample letter can be downloaded at http://www.fbi.gov/hq/cjisd/cover_letter.pdf. If you have a deadline, include it on the outside of the envelope as well as in the letter.
- 2) Obtain a proof of identity (set of your fingerprints). Get a standard finger print card (called FD-258). You must use an original card that has not been processed before. These are usually available at the Internship Office, or you can download a usable card at <http://www.fbi.gov/hq/cjisd/pdf/fpcardb.pdf>
- 3) Fill out your personal information, including name, date of birth and place of birth.
- 4) Call Public Safety and schedule a time to have your fingerprints taken. You will need rolled impressions of all ten fingerprints and impressions of all ten fingerprints taken simultaneously.
- 5) Obtain an \$ 18.00 money order payable to the Treasury of the United States. Money orders are available at the Alley and banks. Be sure to sign where required. No cash or personal checks will be accepted, and the money order must be the exact amount.
OR
Pay with a credit card by filling out the form found at http://www.fbi.gov/hq/cjisd/credit_card_payment.pdf. Be aware that if you are using a credit card in someone else's name the card holder's signature must be notarized.
- 6) Mail the letter, fingerprint card and money order/ credit card form to:
FBI CJIS Division – Record Request
1000 Custer Hollow Road
Clarksburg, West Virginia 26306
- 7) Allow approximately 6-8 weeks for processing. You will receive a “No record response” consisting of the original fingerprint card stamped with “No record” or an FBI Identification Record. If your processing is delayed, call (717) 783-3750.

Transportation

It will be the responsibility of the student in placement to arrange for transportation to and from placement. Additionally, some placements may require travel when at the job site. Make transportation arrangements for your placements prior to the start of the academic year.

Insurance

The college provides liability insurance for students involved in a practicum. It is your responsibility to determine if the coverage is adequate, or if you wish to purchase additional coverage.