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Letter of Introduction

Dear Field Instructor:

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

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

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

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

Sincerely,

Mary Yager, MSW

Mary Yager, MSW
Field Director, Social Work Program
Lancaster Bible College
901 Eden Road,
Lancaster, PA 17543
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myager@lbc.edu
Lancaster Bible College  
Bachelor of Social Work Program

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

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

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

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

<table>
<thead>
<tr>
<th>Educational Team Members</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| **Program Director:**  
   Kurt Miller, MA, MSW  
   kmiller@lbc.edu,  
   (717) 560-8200 ex. 5354 | Directs the social work program & teaches social work practice courses.       |
| **Field Director:**  
   Mary Yager, MSW  
   myager@lbc.edu,  
   (717) 560-8200 ex. 5404 | Directs the Field Education program, teaches foundational social work courses and Field Seminar classes |
| **Field Liaison:**  
   Ling Dinse, MSW, LSW  
   ldinse@lbc.edu  
   (717) 560-8200 ex. 5530 | The Field Liaison makes site visits to the agency, assists the field instructor if there are conflicts, and assesses the intern’s learning plan. |
| **Field Instructor:** | Provides direct supervision to the Intern in the agency at least weekly. Assists in the development of the learning plan & evaluates progress. A Field instructor must have a BSW/MSW degree. In some occasions, the Program may provide a MSW Field Instructor for the student intern placed in a setting with no BSW/MSW staff. |
| **Task Supervisor:** | Provides daily supervision, training and assistance to the Intern in the agency. BSW/MSW is not required. |
| **Intern:** | Student learner. While it is expected that the intern will assist in the tasks of the agency, the internship is a time of education and learning. |
III. Brief Overview of the Field Experience

A. Preparation for the Internship Experience:

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

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

LBC social work program requirements are designed to prepare students for success in the Field.

B. Student Time Commitment:

Students are required to complete 420 hour of field experience during the senior academic school year. The academic year runs from the end of August until early May, approximately 9 months. Students attend classes during their senior year on Tuesday and Thursdays only, and are available on Monday, Wednesday, and Friday (possibly weekends and evenings) to fulfill Internship hours. They are required to work approximately 15 hours a week. That will give them an excess of 420 hours.

C. Site Visits:

The LBC Field Liaison will conduct a site visit 2 times during the 9-month internship, once in the fall semester and once in the spring semester. Students are part of these meetings. Field Instructors are free to contact the LBC Field Director whenever the need arises.

D. Supervision:

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

The Field Instructor will be in communication with the LBC Field Director to review the program requirements for the student, and to review the student Learning Plan. There is a brief training at LBC (or on-line/at your agency if you cannot attend the LBC training) about our program and its requirements. Field Instructors will also be asked to formally evaluate the Intern’s progress at a mid-year and year-end evaluation. The Field Instructor will review the student’s Learning Plan to assess core competencies of the intern.
E. Learning Plan:

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

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

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

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

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

During Midterm and Final Exam weeks we ask for your flexibility with the student intern. Exam schedules are set at a later time in the academic year and can change based on the students workload.

G. Contract Agreement:

When the agency agrees to host an intern, a contract will be signed by the student intern, Field Instructor and Field Director. The Contract Agreement can be found in the Appendix of this document, Form D.

Note: This concludes the Brief Overview section of the Field Instructor’s Manual. Please see additional sections for greater detail of the Field Education experience.
IV. Hosting an Intern: Rationale and Requirements

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

NASW Code of Ethics section 5.01 tells us:

1) Social workers should work toward the maintenance and promotion of high standards of practice.
2) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession.
3) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession.
4) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics.
5) Social workers should act to prevent the unauthorized and unqualified practice of social work.

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

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

C. Qualifications of the Field Instructor:

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

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

1) Students must meet weekly for supervision with a BSW or MSW Field Supervisor who graduated from an accredited school of social work education. Supervision can be a combination of individual or group experience.
2) Many agencies have non-social work staff in positions of direct supervision of entry-level human services staff. We expect that day-to-day oversight will occur from staff without a BSW or MSW, however, accreditation standards require that educational supervision occur weekly from a Social
Worker (BSW or MSW). Staff that do not possess a BSW or MSW, but who give supervision to students on a regular basis are referred to as _Task Supervisors._

3) **Field Instructors will attend the Field Instructor orientation with the LBC Field Director. This will be a breakfast and training session at Lancaster Bible College. Individual orientation may be substituted when conflicts in schedules arise;**

4) **Field Instructors will assist interns in the development a Learning Plan*, and make modifications to the plan, as needed; (See Appendix, Form E). The primary responsibility of the development of the Learning Plan lies with the student and the Field Seminar instructor.**

5) **Field Instructors will sign off on a form to verify the completed student hours (see Appendix, Form H)**

6) **Field Instructors will meet with LBC Field Liaison quarterly to review student progress. One visit occurs in the Fall semester and one visit occurs in the spring semester;**

7) **Field Instructors must be willing to complete mid-semester and final evaluations* and review the Student Learning Plan to assess core competencies of the intern. (See Appendix, Form J)**

8) **The Field Instructor will be in communication with the LBC Field Director/Field Liaison as needed.**

**D. Calendar:**

Internships take place during the Academic Calendar year from the 4th week of August through the first week of May. Students leave campus during Christmas break (mid-December through mid-January) and Spring Break (usually the 3rd week of March).

The following academic calendar indicates key dates for the internship.

<table>
<thead>
<tr>
<th>Academic Calendar - Key Dates for the Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
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<td><strong>September</strong></td>
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<td><strong>October</strong></td>
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<td><strong>November</strong></td>
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<td><strong>December</strong></td>
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<td><strong>January</strong></td>
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<td><strong>February</strong></td>
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<td><strong>March</strong></td>
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<tr>
<td><strong>April</strong></td>
</tr>
<tr>
<td><strong>May</strong></td>
</tr>
</tbody>
</table>
V. Academic Preparation for the Internship Experience

A. General Overview of LBC Graduation Requirements:
Social Work Students are required to complete 131 college credits in order to graduate from Lancaster Bible College. In addition to Social work courses, students take courses in the Liberal Arts as well as Bible/Theology.

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

<table>
<thead>
<tr>
<th>Foundational Courses (Freshman &amp; Sophomore Years)</th>
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<tbody>
<tr>
<td>• SWK 102: Introduction to Social Work</td>
</tr>
<tr>
<td>• SWK 202: Social Work Policy and Practice</td>
</tr>
<tr>
<td>• SWK 204: Diversity in the Social Environment</td>
</tr>
<tr>
<td>• SWK 206: Human Behavior and the Social Environments I</td>
</tr>
<tr>
<td>• SWK 207: Human Behavior and the Social Environment II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complimentary General Education Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SOC 101: General Psychology</td>
</tr>
<tr>
<td>• POL 202: American Government</td>
</tr>
<tr>
<td>• SOC 203: Principles of Sociology</td>
</tr>
<tr>
<td>• MAT 216: Probability &amp; Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 Semesters/60 hours of required community service. Social Work student are encourage to serve in social work settings.</td>
</tr>
</tbody>
</table>

C. Admission to the Social Work Program:
Near the end of their sophomore year, students apply to be admitted to the Social Work Program. They must be in good standing with the College and have demonstrated readiness for practice level coursework. Students must meet the GPA requirement of 2.5 or greater to be admitted to and remain in the program. Students are required to complete FBI, criminal and child abuse clearances to enter practice coursework. Students must obtain 3 letters of recommendation to enter the social work program, write and share a self-assessment with the social work program staff and meet with the social work program staff for an admission interview.

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

<table>
<thead>
<tr>
<th>Courses and Practicum - (Junior Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SWK 302: Practice I - Individuals</td>
</tr>
<tr>
<td>• SWK 303: Practice II - Families and Groups</td>
</tr>
<tr>
<td>• Social Work Elective</td>
</tr>
<tr>
<td>• Two semesters (30 hours per semester) of Practicum in two social service settings. Practicum serves as an introduction to the Field experience and is intended as a time of shadowing and observation.</td>
</tr>
</tbody>
</table>
E. **Senior Year Coursework & Internship:**

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

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

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

<table>
<thead>
<tr>
<th>Courses and Practicum - (Senior Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 304: Practice III Organizations and Communities</td>
</tr>
<tr>
<td>SWK 335: Research Design</td>
</tr>
<tr>
<td>Social Work Elective</td>
</tr>
<tr>
<td>SWK 460: Field Seminar I</td>
</tr>
<tr>
<td>SWK 461: Field Seminar II</td>
</tr>
<tr>
<td>Two semesters (420 hours) of Internship in a social service setting. (SWK 460F, SWK 461F)</td>
</tr>
</tbody>
</table>

VI. **Core Competencies & Practice Behaviors**

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

The internship allows the student to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
11. Identify the values and behaviors of a Social Worker that emerge from a biblical worldview. (LBC Competency Goal)

This list is referred to as the **Core Competencies** of social work and was developed by the Council on Social Work Education (CSWE). It represents the competencies that all social workers should possess, and all social work Interns must practice under the guidance of qualified field supervisors.
A. Definition of Core Competencies and Practice Behaviors:
Social Work education is guided by eleven core competency areas that reflect standards of the Council on Social Work Education and the LBC Social Work program’s mission and goals. The educational curriculum and the internship experience prepare students for BSW level generalist social work practice through mastery of these core competencies.

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

B. List of Core Competencies and Practice Behaviors:

1) Identify as a professional social worker and conduct oneself accordingly.
   a) Advocate for client access to the services of social work;
   b) Practice personal reflection and self-correction to assure continual professional development;
   c) Attend to professional roles and boundaries;
   d) Demonstrate professional demeanor in behavior, appearance, and communication;
   e) Engage in career-long learning; and
   f) Use supervision and consultation.

2) Apply social work ethical principles to guide professional practice.
   a) Recognize and manage personal values in a way that allows professional values to guide practice;
   b) Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of schools of Social Work Ethics in Social Work, Statement of Principles;
   c) Tolerate ambiguity in resolving ethical conflicts; and
   d) Apply strategies of ethical reasoning to arrive at principled decisions.

3) Apply critical thinking to inform and communicate professional judgments.
   a) Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom;
   b) Analyze models of assessment, prevention, intervention, and evaluation; and
   c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4) Engage diversity and difference in practice.
   a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
   b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
   c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
   d) View themselves as learners and engage those with whom they work as informants.

5) Advance human rights and social and economic justice.
   a) Understand the forms and mechanisms of oppression and discrimination;
   b) Advocate for human rights and social and economic justice; and
   c) Engage in practices that advance social and economic justice.

6) Engage in research-informed practice and practice-informed research.
   a) Use practice experience to inform scientific inquiry; and
   b) Use research evidence to inform practice.

7) Apply knowledge of human behavior and the social environment.
   a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
b) Critique and apply knowledge to understand person and environment.

8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
   a) Analyze, formulate, and advocate for policies that advance social well-being; and
   b) Collaborate with colleagues and clients for effective policy action.

9) Respond to contexts that shape practice.
   a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
   b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
    a) Engagement:
       1. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
       2. Use empathy and other interpersonal skills; and
       3. Develop a mutually agreed-on focus of work and desired outcomes
    b) Assessment:
       1. Collect, organize, and interpret client data;
       2. Assess client strengths and limitations;
       3. Develop mutually agreed-on intervention goals and objectives; and
       4. Select appropriate intervention strategies.
    c) Intervention:
       1. Initiate actions to achieve organizational goals;
       2. Implement prevention interventions that enhance client capacities;
       3. Help clients resolve problems;
       4. Negotiate, mediate, and advocate for clients; and
       5. Facilitate transitions and endings.
    c) Evaluation:
       1. Critically analyze, monitor, and evaluate interventions.

In addition to the 10 core competencies and related practice behaviors, Lancaster Bible College has added an 11th competency and practice behaviors that reflect our Christian commitment.

11) Identify the values and behaviors of a Social Worker that emerge from a biblical worldview.
    a) Apply a biblical worldview to work with individuals, families, groups and communities.
    b) Compare and contrast a biblical worldview in light of social work knowledge, values and skills.

LBC defines a biblical worldview in harmony with the 6 core values of social work: commitment to service & social justice, recognition of the inherent dignity and worth of all people, recognition of the value of human relationships, and commitment to integrity & competence in our practice. We strive to exemplify the fruits of the spirit, which are defined biblically as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. As Christians we strive to exemplify Christ-like behavior by serving others, and following the examples set by Jesus who commanded us in Matthew 25 to feed the hungry, give drink to the thirsty, visit the sick, welcome the stranger, clothe the naked, and visit the prisoner. The LBC intern will strive to act in a Christ-like manner showing love to others. The intern is fully aware that there are rules in all agencies related to discussion of their personal faith, and the interns will abide by agency rules related to this topic.
VI. Learning Plan

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

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

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

The learning plan will include 41 specific goals/learning activities that the Intern will complete during the internship experience. Please note that there is a total of 41 practice behaviors that are listed under each of the 10 core competencies under section VI. B. of this document and in the appendix, Form E. Practice behaviors are the specific tasks that Interns will complete in order to meet the core competencies. The 11th Core Competency for the Program will be assessed in the field classroom setting through various learning activities.

The following is an example of a learning plan goal:

| COMPETENCY 1: Identify as a professional social worker and conduct oneself accordingly. |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| Practice Behavior (Goal) | Strategy/ Method of Measurement | Target Date |
| 1a) Advocate for client access to the services of social work; | **Strategy:** Make a successful referral for a client to begin parenting classes at CYA. **Method of Measurement:** Turn in completed referral form and case note to my supervisor. Discuss the process with her and get feedback. | By 9/30/15 |

At times of evaluation, the Field Instructor will review the student’s Learning Plan to determine if the students are meeting their goals. Students will provide documentation of how goals were met. Student will keep a weekly log of completed Practice Behaviors. The following is an example of an entry that would be documented by a student. Students will document when and how they met each of the 41 Practice Behaviors:

<table>
<thead>
<tr>
<th>CORE COMPETENCIES AND PRACTICE BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Identify as a professional social worker and conduct oneself accordingly.</td>
</tr>
<tr>
<td>1a) Advocate for client access to the services of social work;</td>
</tr>
</tbody>
</table>
B. Suggestions for Meeting Core Competencies & Practice Behaviors.

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

C. Other Recommended Learning Experiences for the Intern

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

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

A. Site Visits

The LBC Field Liaison will conduct a site visit 2 times during the 9-month internship, once in the fall semester and once in the spring semester. It is recommended that the Field Instructor meet with the student for their quarterly reviews prior to the site visit. Students participate in the site visit meeting with the Field Liaison and the Field Instructor.

B. Evaluation

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

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


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

When completing the 1st Semester/Midpoint evaluation in December, some of the Practice Behaviors will have not yet been accomplished. By the 2nd Semester/Final evaluation, all practice behaviors must be rated. The student is required to pursue opportunities to fulfill all of the Practice Behaviors. If a student did not fulfill certain practice behaviors, it should be documented in the comment section of the Evaluation tool.

At the end of the internship, the Field Director will complete the final written evaluation of the student’s performance; however, no site visit will occur at the end of the Internship. Field Instructors will be asked to complete the final evaluation and mail it to Lancaster Bible College. We strongly encourage Field Instructors to meet with their intern to process through the final evaluation. Students will provide documentation to their Field Instructor as to how they have met each of the Core Competencies and Practice Behaviors.
IX. Legal Concerns

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

A. Clearances

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

B. Professional Practice Liability coverage

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

C. Transportation of Clients, Use of Vehicles

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

X. When Problems Arise:

A. Resolving Concerns:

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

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

1. The Field Instructor and student should attempt to resolve concerns by openly discussing the issues and identifying changes that would alleviate the problems.
2. The Field Liaison and/or Field Director serve as resources to assist the student and/or Field Instructor in resolving concerns. The Field Liaison may use a variety of methods including joint and individual meetings and behavioral contracts to assist in resolving the problems.
3. If the Field Liaison or agency Field Instructor believes that the problem will best be resolved by a change of Field Instructor or agency, the Field Liaison will evaluate the clock hours, learning objectives and social work practice requirements completed by the student, and determine what amount of credit will be given for work completed. Although students have input into the placement process, only the Field Director can decide if a student should be reassigned to a second agency if terminated from the first.
B. Dismissing an Intern:

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

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

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

BACKGROUND

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

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

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

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

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

I. DUTIES AND RESPONSIBILITIES OF THE COLLEGE

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

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

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

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

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

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

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

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

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

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

II. DUTIES AND RESPONSIBILITIES OF THE SITE

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

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

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

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

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

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

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

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

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

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

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

Terms of Agreement. The term of this Agreement shall not exceed a period of two years from the date of execution.

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

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

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

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

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

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

Entire Agreement. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.
IN WITNESS WHEREOF, the authorized representatives (of the parties have) executed this Agreement as of the date previously indicated.

________________________________  ______________________________
Lancaster Bible College    Site Name (Print)

________________________________  ______________________________
College Authorized Signature    Address

________________________________  ______________________________
Print Name/Title    City, State, Zip Code

________________________________  ______________________________
College Authorized Signature    Site Authorized Signature

________________________________  ______________________________
Print Name/Title    Print Name/Title

Rev. 11/14
CONTRACT AGREEMENT
BETWEEN
STUDENT, AGENCY AND SOCIAL WORK PROGRAM

Student Name: 
Agency Name: 
Agency Address: 
Field Supervisor: 
Phone & Email: 

LBC Contact Information:
Field Director: Mary Yager, myager@lbc.edu, (717) 560-8200 ex. 5404
Program Director: Kurt Miller, kmiller@lbc.edu, (717) 560-8200 ex. 5354

Agreement between Student, Agency and Social Work Program:

I. Lancaster Bible College offers a Bachelor’s Degree in Social Work (BSW). As part of the educational experience, all Social Work students are required to complete 420 hours of field experience during their senior academic school year (2 semesters). Students attend Field Seminar class on Tuesday and Thursdays, and are available on MWF (and possibly weekends and evenings) to fulfill internship hours. They should average about 15 hours a week which will give them an excess of 420 hours. Semesters are 15 weeks in length with specific break times when the student may not be available (Spring break, Winter break, etc.) Students will negotiate these absences with their field supervisor. The student agrees to fulfill 420 hours with the agency, and the agency agrees to host the student in the agency setting.

II. Lancaster Bible College Social Work Program agrees to provide student and agency with support in the field experience. LBC will ensure that the student is familiar with learning goals and requirements of the internship. LBC will ensure that the agency and field supervisor understand the expectations of an accredited internship experience. LBC will provide a Field Liaison who will visit the student and field supervisor in the agency setting a minimum of 3 times during the placement. The Field Liaison is available by phone, email, or additional in-person contact if needed.

III. The agency recognizes that the student is a learner and that the purpose of the field experience is to connect the theoretical classroom knowledge with the practice of social work in a field setting. The agency will be sensitive to the student’s questions, needs and status as a learner. The student agrees to apply knowledge in the practice setting by working independently when the supervisor is confident of their ability.
IV. The student agrees to exhibit the core values of social work, support the mission of the hosting agency, and act as a representative of Lancaster Bible College abiding by school rules and expectations of conduct. By accepting a field placement, the student agrees to demonstrate the core competencies and practice behaviors of a social worker as outlined in their learning plan.

V. The agency agrees to provide weekly supervision for the student. Supervision is for the purpose of professional growth as a social worker. During supervision the student will review learning plan goals, accept feedback and constructive criticism, accept training and instruction, review quality of work, and ask questions that further their professional knowledge.

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

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

VIII. Students agree to submit to the transportation policies of the field agency. In some field settings, students are required to transport clients and must provide proof of insurance in order to do so. If the agency requires additional auto insurance for liability purposes they will inform the student of the requirement. Students should also communicate with the Field Instructor about the possibility of increased auto rates as a requirement for the internship.

**Dates of the Field Internship:**

Start date: ________________________  End date (estimate): ________________________

This agreement is accepted by:

________________________________________  __________________________  Date  
Student

________________________________________  __________________________  Date  
Field Instructor

________________________________________  __________________________  Date  
Field Liaison
# Learning Plan
Lancaster Bible College Social Work Program

<table>
<thead>
<tr>
<th>AGENCY:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT:</td>
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</table>

## COMPETENCY 1: Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Strategy/ Method of Measurement</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a) Advocate for client access to the services of social work.</td>
<td></td>
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<tr>
<td>1b) Practice personal reflection and self-correction to assure continual professional development.</td>
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<tr>
<td>1c) Attend to professional roles and boundaries.</td>
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<tr>
<td>1d) Demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<tr>
<td>1e) Engage in career-long learning.</td>
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<td>1f) Use supervision and consultation.</td>
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**Notes:**

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**COMPETENCY 2: Apply social work ethical principles to guide professional practice.**

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<thead>
<tr>
<th>Practice Behavior</th>
<th>Strategy/ Method of Measurement</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a) Recognize and manage personal values in a way that allows professional values to guide practice.</td>
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<tr>
<td>2b) Make ethical decisions by applying standards of the NASW Code of Ethics.</td>
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<tr>
<td>2c) Tolerate ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>2d) Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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### COMPETENCY 3: Apply critical thinking to inform and communicate professional judgments.

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<thead>
<tr>
<th>Practice Behavior</th>
<th>Strategy/ Method of Measurement</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a) Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom.</td>
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<tr>
<td>3b) Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<tr>
<td>3c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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**Notes:**

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<table>
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<tr>
<th>Practice Behavior</th>
<th>Strategy/ Method of Measurement</th>
<th>Target Date</th>
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</thead>
<tbody>
<tr>
<td>4a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<tr>
<td>4b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<tr>
<td>4c) Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<tr>
<td>4d) View themselves as learners and engage those with whom they work as informants.</td>
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Notes:__________________________________________________________________________________________________________________________________
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### COMPETENCY 5: Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Strategy/ Method of Measurement</th>
<th>Target Date</th>
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</thead>
<tbody>
<tr>
<td>5a) Understand the forms and mechanisms of oppression and discrimination.</td>
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<tr>
<td>5b) Advocate for human rights and social and economic justice.</td>
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<tr>
<td>5c) Engage in practices that advance social and economic justice.</td>
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**Notes:**

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**COMPETENCY 6: Engage in research-informed practice and practice-informed research.**

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Strategy/ Method of Measurement</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a) Use practice experience to inform scientific inquiry.</td>
<td></td>
<td></td>
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<tr>
<td>6b) Use research evidence to inform practice.</td>
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**Notes:**
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COMPETENCY 7: Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Strategy/ Method of Measurement</th>
<th>Target Date</th>
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</thead>
<tbody>
<tr>
<td>7a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
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<tr>
<td>7b) Critique and apply knowledge to understand person and environment.</td>
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## COMPETENCY 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Strategy/ Method of Measurement</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a) Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td></td>
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<tr>
<td>8b) Collaborate with colleagues and clients for effective policy action.</td>
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## COMPETENCY 9: Respond to contexts that shape practice.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<tr>
<td>9b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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Notes:__________________________________________________________________________
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### COMPETENCY 10: Engage (A), assess (B), intervene (C), and evaluate (D) with individuals, families, groups, organizations, and communities.

<table>
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<tr>
<th>Practice Behavior</th>
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<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement Skills (A)</strong></td>
<td></td>
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</tr>
<tr>
<td>10A(1) Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td>10A(2) Use empathy and other interpersonal skills.</td>
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<tr>
<td>10A(3) Develop a mutually agreed-on focus of work and desired outcomes.</td>
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**Notes:**

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**COMPETENCY 10:** Engage (A), assess (B), intervene (C), and evaluate (D) with individuals, families, groups, organizations, and communities.

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<td><strong>Assessment Skills (B)</strong></td>
<td></td>
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<tr>
<td>10B(1) Collect, organize, and interpret client data.</td>
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<tr>
<td>10B(2) Assess client strengths and limitations.</td>
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<tr>
<td>10B(3) Develop mutually agreed-on intervention goals and objectives.</td>
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<tr>
<td>10B(4) Select appropriate intervention strategies.</td>
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Notes:  
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**COMPETENCY 10:** Engage (A), assess (B), intervene (C), and evaluate (D) with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Strategy/ Method of Measurement</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intervention Skills (C)</strong></td>
<td></td>
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<tr>
<td>10C(1) Initiate actions to achieve organizational goals.</td>
<td></td>
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<td>10C(2) Implement prevention interventions that enhance client capacities.</td>
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<tr>
<td>10C(3) Help clients resolve problems.</td>
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<tr>
<td>10C(4) Negotiate, mediate, and advocate for clients.</td>
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<tr>
<td>10C(5) Facilitate transitions and endings.</td>
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</table>

**Notes:**

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### COMPETENCY 10: Engage (A), assess (B), intervene (C), and evaluate (D) with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Skills (D)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10D(1) Critically analyze, monitor, and evaluate interventions.</td>
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</table>

Notes:________________________________________________________________________________
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The undersigned agree with the Learning Plan developed by the LBC Intern with the assistance of the Field Supervisor and Field Liaison. This plan can be modified throughout the internship experience. Modifications will be reviewed during site visits.

_______________________________________________  ____________________
LBC Student Intern       Date

_______________________________________________  ____________________
Agency Field Instructor       Date

_______________________________________________  ____________________
Field Liaison       Date
# Internship Hours Verification Form

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Date Range</th>
<th>Hours Completed This Week</th>
<th>Field Instructor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
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<tr>
<td>#16</td>
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</tbody>
</table>

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

Form J

Intern Signature: ________________________________ Date: ____________________

Intern: ___________________________ Date: ____________________
Field Instructor Evaluation

Please Check One:

☐ End of 1st Semester, Midpoint Evaluation (December)

☐ End of 2nd Semester, Final Evaluation (May)

Evaluation of Core Competencies and Practice Behaviors

Please rate the intern using the following scale:

|---------------|---------------|------------------|---------------|

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

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

COMPETENCY 1: **Identify as a professional social worker and conduct oneself accordingly.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1a</td>
<td>Advocate for client access to the services of social work;</td>
</tr>
<tr>
<td>1b</td>
<td>Practice personal reflection and self-correction to assure continual professional development;</td>
</tr>
<tr>
<td>1c</td>
<td>Attend to professional roles and boundaries;</td>
</tr>
<tr>
<td>1d</td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication;</td>
</tr>
<tr>
<td>1e</td>
<td>Engage in career-long learning; and</td>
</tr>
<tr>
<td>1f</td>
<td>Use supervision and consultation.</td>
</tr>
</tbody>
</table>

**Comments (Competency #1):**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
### COMPETENCY 2: Apply social work ethical principles to guide professional practice.

| 2a | Recognize and manage personal values in a way that allows professional values to guide practice; | 1 | 2 | 3 | 4 |
| 2b | Make ethical decisions by applying standards of the NASW Code of Ethics; | 1 | 2 | 3 | 4 |
| 2c | Tolerate ambiguity in resolving ethical conflicts; and | 1 | 2 | 3 | 4 |
| 2d | Apply strategies of ethical reasoning to arrive at principled decisions. | 1 | 2 | 3 | 4 |

Comments (Competency #2):


### COMPETENCY 3: Apply critical thinking to inform and communicate professional judgments.

| 3a | Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom; | 1 | 2 | 3 | 4 |
| 3b | Analyze models of assessment, prevention, intervention, and evaluation; and | 1 | 2 | 3 | 4 |
| 3c | Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | 1 | 2 | 3 | 4 |

Comments (Competency #3):


### COMPETENCY 4: Engage diversity and difference in practice.

| 4a | Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power; |
| 4b | Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; |
| 4c | Recognize and communicate their understanding of the importance of difference in shaping life experiences; and |
| 4d | View themselves as learners and engage those with whom they work as informants. |

| 1 | 2 | 3 | 4 |

### Comments (Competency #4):

________________________
________________________
________________________
________________________

### COMPETENCY 5: Advance human rights and social and economic justice.

| 5a | Understand the forms and mechanisms of oppression and discrimination; |
| 5b | Advocate for human rights and social and economic justice; and |
| 5c | Engage in practices that advance social and economic justice. |

| 1 | 2 | 3 | 4 |

### Comments (Competency #5):

________________________
________________________
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### COMPETENCY 6: Engage in research-informed practice and practice-informed research.

| 6a | Use practice experience to inform scientific inquiry; and |
| 6b | Use research evidence to inform practice. |

| 1 | 2 | 3 | 4 |

### Comments (Competency #6):

________________________
________________________
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________________________
COMPETENCY 7: Apply knowledge of human behavior and the social environment.

7a Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

7b Critique and apply knowledge to understand person and environment.

Comments (Competency #7):

---

COMPETENCY 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

8a Analyze, formulate, and advocate for policies that advance social well-being; and

8b Collaborate with colleagues and clients for effective policy action.

Comments (Competency #8):

---

COMPETENCY 9: Respond to contexts that shape practice.

9a Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

9b Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Comments (Competency #9):
COMPETENCY 10: Engage (A), assess (B), intervene (C), and evaluate (D) with individuals, families, groups, organizations, and communities.

(A) Engagement

<p>| | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>10A(1)</td>
<td>Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10A(2)</td>
<td>Use empathy and other interpersonal skills; and</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10A(3)</td>
<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>1</td>
<td>2</td>
</tr>
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</table>

Comments (Competency #10A):

(B) Assessment Skills

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</thead>
<tbody>
<tr>
<td>10B(1)</td>
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<td>2</td>
</tr>
<tr>
<td>10B(2)</td>
<td>Assess client strengths and limitations;</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10B(3)</td>
<td>Develop mutually agreed-on intervention goals and objectives; and</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10B(4)</td>
<td>Select appropriate intervention strategies.</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

Comments (Competency #10B):

(C) Intervention Skills
<table>
<thead>
<tr>
<th>10C(1)</th>
<th>Initiate actions to achieve organizational goals;</th>
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<td>10C(2)</td>
<td>Implement prevention interventions that enhance client capacities;</td>
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<td>Negotiate, mediate, and advocate for clients; and</td>
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<td>Facilitate transitions and endings.</td>
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</table>

**Comments (Competency #10C):**

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(D) Evaluation Skills

<table>
<thead>
<tr>
<th>10D(1)</th>
<th>Critically analyze, monitor, and evaluate interventions.</th>
<th>1 2 3 4</th>
</tr>
</thead>
</table>

**Comments (Competency #10D):**

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

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

_______________________________________________  ____________________  
LBC Student Intern       Date

_______________________________________________  ____________________  
Agency Field Supervisor       Date

_______________________________________________  ____________________  
Field Liaison       Date
Lancaster Bible College, Social Work Program
Core Competencies, Practice Behaviors and Suggested Activities

Please note: **Core Competencies** are shaded in dark grey and are numbered 1 – 11. **Practice Behaviors** are the activities that the student intern should accomplish while working at their Internship. Under each Practice Behavior are bullet points with suggested ways to accomplish the task. The Field Instructor may choose other tasks that allow the intern to practice the behavior and work toward competency as a social worker. Some of the bullet points indicate that this task will be an assignment for the Field Seminar Course.

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

<table>
<thead>
<tr>
<th>1: Identify as a professional social worker and conduct oneself accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1A</th>
<th><strong>Advocate for client access to the services of social work:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Within your agency setting, determine the most common resources used, and the process to refer clients for these services.</td>
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<tr>
<td>• Under supervision, assess client to determine if services are needed.</td>
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<tr>
<td>• Assist in making a referral for a client for a needed service or resource. (ex: refer a client to a food pantry, help set up a psychological evaluation, assist in locating housing, etc.)</td>
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<tr>
<td>• If barriers exist that inhibit a client from obtaining a service, the intern should advocate on the client’s behalf to remove barriers to services, or address social injustices that inhibit services.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1B</th>
<th><strong>Practice personal reflection and self-correction to assure continual professional development:</strong></th>
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<tbody>
<tr>
<td>• Review Self-assessment written for admission to the Social Work Program.</td>
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<tr>
<td>• Identify several areas for personal growth and share with supervisor so that he/she can help hold you accountable to correct these behaviors.</td>
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<tr>
<td>• The interns should evaluate daily successes and failures and take corrective action if needed.</td>
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<tr>
<td>• Seek corrective feedback from supervisor or other mentors</td>
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<tr>
<td>• Make corrections based on feedback of supervisors or mentors.</td>
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<tr>
<td>• Modify behaviors or attitudes that inhibit successful interaction with clients or professionals.</td>
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<table>
<thead>
<tr>
<th>1C</th>
<th><strong>Attend to professional roles and boundaries:</strong></th>
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<tbody>
<tr>
<td>• With your supervisor, determine what your professional role(s) will be during your internship, and <strong>practice these roles</strong> on a daily basis.</td>
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<tr>
<td>• Determine professional boundaries: learn the rules of your agency regarding interaction with clients (ex: physical touch/hugs, gift/receiving gifts, exchange of personal information with clients, use of social media, etc.)</td>
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</tbody>
</table>
| 1D  | **Demonstrate professional demeanor in behavior, appearance, and communication;**  
|     | • Be on time to internship and all appointments related to the internship experience. Develop a concrete plan for transportation, and eliminate schedule conflicts that could make you late to your internship  
|     | • Dress professionally in a manner that meets agency expectations; modest clothing, clean and neat appearance with grooming  
|     | • Speak professionally: eliminate excessive use of words/phrases such as “like” and “um” when speaking to client and other professionals.  
|     | • Refrain from unprofessional behavior: derogatory language, gossip, slander, negative comments about clients, verbal or physical aggression, etc.  
|     | • Practice professional communication by making phone calls on behalf of your agency. Return phone calls promptly and document all calls made or received.  
|     | • Demonstrate effective written communication in case notes, email, letters, and other written correspondence.  
| 1E  | **Engage in career-long learning:**  
|     | • Seek supervision and training from seasoned professionals.  
|     | • Read journal articles related to your field of practice that advance skills or improve outcomes for clients.  
|     | • Participate in orientation, seminars, workshops and training related to social work.  
|     | • Research terms, techniques, theory and resources related to the internship that may be unfamiliar.  
|     | • Develop short and long-term career goals and identify the steps required to meet goals.  
|     | • Consider joining a professional social work organization (NASW or NACCSW) to network and gain access to professional resources.  
| 1F  | **Use supervision and consultation.**  
|     | • Establish a weekly supervision schedule with your BSW/MSW supervisor, and determine other key individuals that will provide task supervision or training.  
|     | • Be prepared for each supervision meeting with updated learning plan, questions, or concerns related to the internship.  
|     | • Seek supervision if needed outside of weekly appointments. (When in doubt, ask.)  
|     | • Respond to feedback from supervisor, making changes when needed to improve practice skills.  
|     | • Increase self-awareness through the process of supervision.  
|     | • If possible, attend multidisciplinary staffing in your agency setting or in host settings.  
|     | • Seek out the opinion of other seasoned professionals beside your supervisor.  
|     | • Review the history and origin of the agency where you are doing your internship, and determine how it fits with the larger goals of social work.  
|     | • If applicable and with program director, review major social welfare policy or laws that govern the provision of services.  

### 2: Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

<table>
<thead>
<tr>
<th>2A</th>
<th>Recognize and manage personal values in a way that allows professional values to guide practice;</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• After basic orientation to your agency, create a list of potential value conflicts that you might face where your values might conflict with the way the agency provides services. Discuss these potential conflicts with your supervisor and create an action plan that allows professional values to guide your practice in the agency.</td>
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<tr>
<td></td>
<td>• Discuss personal value conflicts and ethical dilemmas with supervisor and reflect on how they have or could influence work with clients.</td>
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<td></td>
<td>• Refrain from imposing personal values on clients in a manner that inhibits client self-determination.</td>
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<tr>
<td></td>
<td>• Interview a co-worker in the agency that has faced value conflicts and determine how this person resolved the issue.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2B</th>
<th>Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of schools of Social Work Ethics in Social Work, Statement of Principles;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Review NASW Code of Ethics</td>
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<tr>
<td></td>
<td>• With supervisor, review and discuss other guidelines or policies that may impact the way in which the agency is able to provide services. (ex: agency rules, HIPAA, mandated reporting rules, etc.)</td>
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<tr>
<td></td>
<td>• Consult with supervisor when ethical dilemmas arise.</td>
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<td></td>
<td>• Complete an Ethical Dilemma assignment based on a dilemma faced during your internship.</td>
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</table>

<table>
<thead>
<tr>
<th>2C</th>
<th>Tolerate ambiguity in resolving ethical conflicts;</th>
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<tbody>
<tr>
<td></td>
<td>• Recognize and process frustration related to ethical conflicts.</td>
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<tr>
<td></td>
<td>• Analyze ethical conflicts from a strengths perspective, attempting to understand the various pros and cons of each decision, considering how various actions will affect those involved at the micro, mezzo and macro level.</td>
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<tr>
<td></td>
<td>• Plan and execute appropriate actions in light of limited information.</td>
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<td></td>
<td>• Accept that not all situations will be resolved easily or with clear answers.</td>
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</table>

<table>
<thead>
<tr>
<th>2D</th>
<th>Apply strategies of ethical reasoning to arrive at principled decisions.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Review various ethical principle screens &amp; strategies, and review scholarly journals related to ethical decision making. Apply these techniques in the internship setting when making decisions.</td>
</tr>
<tr>
<td></td>
<td>• Interview a co-worker in the agency that has faced ethical dilemmas and determine how this person resolved the issue.</td>
</tr>
</tbody>
</table>

### 3: Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

| 3A | Distinguish, appraise, and integrate multiple sources of knowledge, including |
research based knowledge, and practice wisdom;
- Observe other professionals to gain a better understanding of professional roles, and attend multidisciplinary staffing when possible.
- Review research on topics relevant to your internship or clients.
- Consult with supervisor as to what sources of knowledge are critical in your internship setting and review these sources of knowledge. (ex: DSM-5 in a mental health setting)

<table>
<thead>
<tr>
<th>3B</th>
<th>Analyze models of assessment, prevention, intervention, and evaluation;</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Request and review various agency assessment forms (ex. Intake Assessment, Biopsychosocial Assessment, Suicide Risk Assessment)</td>
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<tr>
<td></td>
<td>Observe and analyze various assessments being conducted within the agency (ex: Intake Assessment, Risk Assessments, etc.) and when possible, participate in the process.</td>
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<tr>
<td></td>
<td>Determine the prevention models used in the agency and become familiar with their method and purpose. (ex. HIV/AIDS prevention, Child Abuse prevention, etc.)</td>
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<tr>
<td></td>
<td>Participate in case conferences and staffing that evaluate client progress.</td>
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<tr>
<td></td>
<td>Review journal articles on evidence-based practice that relates to the client population served in the internship setting.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>3C</th>
<th>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review and learn the documentation process used in your internship setting. Practice documentation forms in the classroom and when asked, practice documentation methods at your internship.</td>
</tr>
<tr>
<td></td>
<td>Practice communication skills learned in Practice courses: active listening skills, asking open-ended questions, responding, use of silence, etc. These skills will be reviewed in Field Seminar class.</td>
</tr>
</tbody>
</table>

4: Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

<table>
<thead>
<tr>
<th>4A</th>
<th>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review NASW Standards of Cultural Competence in Social Work Practice</td>
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<td>Request the opportunity to work with a diverse caseload and coworkers.</td>
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<td>Resolve to use position of power and authority in a manner than is consistent with the core values of social work and the strengths perspective that recognizes the value of difference.</td>
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<td>Work with a client who is different than you are in age, gender, ethnicity, sexual orientation, religious preference, etc. and assess if the client has faced oppression, marginalization or alienation due to their difference.</td>
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| 4B | Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; |
- Complete self-assessment assignment regarding personal biases and resulting effects.
- With Field Supervisor, review the self-assessment and resolve to increase self-awareness related to this subject.
- Include the topic of “engaging diversity and difference” in weekly supervision meetings, and especially when working with diverse clients. Diverse clients include those of differing race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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<tr>
<th>4C</th>
<th>Recognize and communicate their understanding of the importance of difference in shaping life experiences;</th>
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<tr>
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<td>• When assessing diverse clients, a cultural assessment should be included. Cultural assessments will be reviewed in Field Seminar and will be included when student completes a written social history on a client in the internship setting.</td>
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<td>• When working with clients, become aware of the way that their life experience has been shaped because of their race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.</td>
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<th>4D</th>
<th>View themselves as learners and engage those with whom they work as informants.</th>
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<td>• Demonstrate a desire to learn about the culture or differences of clients and colleagues; assess from a strengths perspective and refrain from judgment.</td>
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<td>• Field Seminar Course will include an assignment to identify a diverse client or colleague. Student will do a cultural assessment as well as participate in activity that furthers knowledge about the client’s culture or difference.</td>
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<th>5:</th>
<th>Advance human rights and social and economic justice.</th>
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<td>5A</td>
<td>Understand the forms and mechanisms of oppression and discrimination;</td>
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<td>• Consider the population served in your internship and assess how this group is most often oppressed and discriminated against. Study the history of the oppression of this group and review policy that has been put in place to remove barriers for this group.</td>
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<td>• Review “isms”, white privilege, and personal/cultural/institutional racism; determine how these forms of oppression may have affected your client from a personal, emotional, or socioeconomic point of view.</td>
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<td>• When completing social assessments, one must consider if and how clients are affected by oppression and discrimination, and if possible, the social worker should advocate on the client’s behalf and/or help empower the client to address the oppression or discrimination.</td>
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<tr>
<th>5B</th>
<th>Advocate for human rights and social and economic justice;</th>
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|    | • With permission of your supervisor, assess agency policy and practice regarding client groups. Determine if there is a need for advocacy to improve agency
policy and remove barriers to services, resources or opportunities. If conditions are observed where there are barriers for certain clients, advocate on behalf of that client for access to services, resources or opportunities.

- Participate in advocacy activities in which your agency may already be involved.
- Speak to others on behalf of your clients who may face oppression or marginalization.

### 5C Engage in practices that advance social and economic justice.

- If possible, act on the identification of barriers and seek to remove them. (As described in 5B).
- Seek out opportunity within the agency to be on committees that assess social justice issues for clients.
- If possible, participate in seminar, training go or workshops on social or economic justice as it relates to your internship client base.

### 6: Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

#### 6A Use practice experience to inform scientific inquiry;

- Seek out opportunity to be involved in research being carried out by your agency. This might include research on client satisfaction; community needs assessments, performance outcomes, etc. If possible, participate in a research related activity. Your experiences as a social worker and the work that you do might become some else’s research data.
- Review research activities completed at your agency. Review the history of why the research was completed, the results or findings, and the changes that were made within the agency to enhance client service or agency efficiency.

#### 6B Use research evidence to inform practice.

- Make a habit of reading and reviewing research that applies to the field of social work, and especially to the client population that you serve.
- Communicate with your field supervisor to learn about research that is being completed in the agency setting. Determine how this research is helping the clients served by the agency. Review results in order to allow the research results to influence the way that you practice social work.
- Read scientific journals related to providing services to the population served by your agency. Collect a minimum of 3 journal articles that you will read and review. Document how the research and acquired knowledge will influence your practice with this client population.

### 7: Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

#### 7A Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;

- Based on knowledge acquired in HBSE course, assess clients through the lenses of various frameworks. (For example, consider developmental theory for
infants, life stages for early childhood through late adulthood.)

- Complete a Biopsychosocial assessment using a standard format as a classroom activity and assignment on a fellow classmate.
- If possible, conduct or assist in the conducting an assessment on a new client at your internship. With permission, complete a Biopsychosocial Assessment on this client.
- Review various assessment forms used at your internship site that assess the person in their environment. If possible, perform assessment using these forms.
- Use knowledge of theory, perspectives and models of treatment to guide you in your work with clients. Consult with your internship supervisor about common treatment models most often used with clients in your agency.
- Report to fellow classmates on common treatment methods and models used in your internship setting.

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<th>7B</th>
<th>Critique and apply knowledge to understand person and environment.</th>
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<td>After reviewing common theories, perspectives and models of treatment used in your internship, critique their effectiveness.</td>
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<td>Use eco maps, genograms, or similar tools used by your supervisor to facilitate assessment of client.</td>
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<td>Review treatment plans used at the agency where you are completing your internship. If your agency does not utilize treatment plans, discuss with your supervisor how the agency documents services to the client system, how they set goals for intervention, and how they evaluate progress.</td>
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<td>Participate in the creation of an individualized treatment plan that addresses micro, mezzo and macro level needs. If treatment plans are not utilized. Participate in the process as described above.</td>
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<th>8:</th>
<th>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</th>
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<tr>
<td>8A</td>
<td>Analyze, formulate, and advocate for policies that advance social well-being;</td>
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<td>Review and analyze agency policies that relate to the provision of services. With help from your supervisor, identify the key policies that govern provision of services. This could be federal or state policies as well as agency policy.</td>
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<td>Student will write a paper describing one significant agency policy (or a federal/state policy that impacts clients of the agency) that advances social and economic well-being of clients. The paper will include analysis and possible suggestions for improvement.</td>
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<td>If applicable, student will contact legislators regarding policies that discriminate against or negatively impact clients at their internship.</td>
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<td>Identify and follow legislative action that will affect clients served in your internship setting. Field supervisor can help identify proposed legislative actions or issues related to agencies provision of services. Students will report on activity in class.</td>
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<tr>
<td>8B</td>
<td>Collaborate with colleagues and clients for effective policy action.</td>
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- With approval, student will participate in efforts to improve agency policy. If agency is involved with a taskforce or committee to improve policy, student will ask to participate.
- With approval, student will interview clients regarding agency policies that impact them, and/or interview colleagues about how changes in laws affected their work with the agency. Student will seek input about how colleagues handled changes and how they became competent with new practice requirements.

### 9: Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

#### 9A Continue to discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- Consider the population served at your agency. Consider how emerging social trends might affect clients.
- Assess the community in which your agency is located. Determine if changes in the population, community dynamics, economic development or other changes are affecting your client or agency. Determine if changes in service provision are necessary based on these changes.
- While in your internship, assess if there are technological advances that may be available to improve quality of life for clients or quality of service provision by agency. If so, advocate for access to technological improvements.
- Review topics of upcoming conferences, workshops or training opportunities that are aimed at training social workers on current issues, changes to laws, or changes in service provision. Attend training if possible and relevant.

#### 9B Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
- In conjunction with the community assessment mentioned above, report findings to supervisor.
- On a monthly basis throughout the internship, review at least one professional journal related to the population served at the internship, or journals related to provision of quality services to the population. Report significant research to your supervisor if you believe that what you have learned can positively impact your clients or agency.
- If possible, request to participate in multi-agency meetings that bring together agencies with shared goals. Actively participate in these meetings and report so supervisor on innovations in service delivery.

### 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
### (A) Engagement:

| 10A(1) | **Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;**  
|        | • Seek input from supervisor, colleagues and classmates on effective ways to engage clients, develop rapport, and build trust.  
|        | • Whenever possible, review case files and social history information before meeting with clients. If engaging with client groups or communities, review information about these entities.  
|        | • For culturally different clients or client groups, review culture, cultural differences, strengths, and issues faced by the individual or group.  
|        | • If client issues or problems are known by the agency prior to initial meeting, student will review information related to client’s situation and educate themselves through internet or other resources about the condition. |

| 10A(2) | **Use empathy and other interpersonal skills;**  
|        | • Recognize and act on the core value of *dignity and worth of the person*, treating all clients with dignity and respect.  
|        | • Use respect, empathy, warmth, genuineness and unconditional positive regard; convey hope for accomplishment of the client’s goals.  
|        | • Practice interpersonal skills of active listening, appropriate body language (SOLER), paraphrasing, summarizing, clarifying, reflective responses, use of simple encouragement, open-ended questioning, and compromising.  
|        | • Strive to accurately understand feelings, problems or concerns of the client or client group. |

| 10A(3) | **Develop a mutually agreed-on focus of work and desired outcomes**  
|        | • Interview clients as to the details of the problems or issues that they face using the *planned change process*, focusing on client strengths.  
|        | • Help client develop treatment goals or goals to improve client situation.  
|        | • If possible, collaborate with client and supervisor to develop a treatment plan.  
|        | • Remain committed to client-self-determination while motivating client to accomplish goals. |

### (B) Assessment:

| 10B(1) | **Collect, organize, and interpret client data;**  
|        | • Observe effective facilitation of intake and other assessments required by the agency. By observing other professionals completing assessments, the student will have the skill modeled for them, and will be better prepared to complete future assessments independently.  
|        | • If possible, complete client intake assessment using the intake forms of the agency. Think critically about the purpose and importance of the standard intake questions. Based on client responses, formulate additional pertinent questions not on the intake form.  
|        | • When possible, interview and collect information from other sources such as family members, community members, and other professionals who have worked with the client/client system.  
|        | • Document collected data in notes and/or forms required by agency. Documentation should be completed in a professional manner as addressed in
| 10B(2) | **Assess client strengths and limitations;**  
| | - Identify internal and external strengths, skills, resources and supports for each client. This should be standard for any assessment such as an Intake Assessment or a Biopsychosocial Report. If the assessment form used by the agency does not have a strengths based component, this could be an area of assessment that you could share as part of Practice Behaviors 8A & 8B.  
| | - Using motivational interviewing techniques, help client identify strengths and resources when conducting assessments, completing treatment plans, setting goals, etc.  
| | - When meeting with clients for various assessments or one-to-one sessions, assess and clearly define client’s presenting problem  
| 10B(3) | **Develop mutually agreed-on intervention goals and objectives;**  
| | - Review the S.M.A.R.T. goal process and develop goals with fellow students.  
| | - Review written plans of various clients if your agency uses treatment plans, family service plan, case plans or similar tools.  
| | - If possible, participate in collaborative meetings between social worker and clients where goal setting and/or case plan development occurs.  
| | - Meet independently with clients to discuss intervention goals and objectives.  
| | - Under supervision, write up agreed upon goals for clients, using the S.M.A.R.T. goal method.  
| 10B(4) | **Select appropriate intervention strategies.**  
| | - Regularly discuss intervention strategies with supervisor and other professionals.  
| | - Develop a list of most common intervention strategies used with your client population and research each intervention technique.  
| | - Review professional journals reporting on evidence based treatment for the population served by the agency.  
| | - When working with clients, prioritize problems or issues that need immediate attention.  
| | - Share rationale for intervention with supervisor before referrals or services are arranged.  
| (C) Intervention: |  
| 10C(1) | **Initiate actions to achieve organizational goals;**  
| | - Develop a clear understanding of the service goals of your agency. Be aware of limitations and parameters for who can be assisted and who does not qualify for services.  
| | - Research the partnerships between your agency and other service providers who work together to accomplish goals for clients. Be familiar with the providers, the services offered and the requirements for access to services.  
| | - If possible, participate in agency fund raising efforts that enable the agency to
| 10C(2) | **Implement prevention interventions that enhance client capacities;**  
| | • Review the difference between institutional and residual services, with a focus on services put in place to prevent social problems.  
| | • Research and review preventative services that your agency accesses for the population served by the agency.  
| | • When possible, refer clients to appropriate prevention services.  
| | • Complete strength assessments on clients and/or review social histories that document strengths and capacities. Consider strengths and capacities when making referrals. |
| 10C(3) | **Help clients resolve problems;**  
| | • Review goals set with clients in 10 A-D(2)  
| | • When working with clients, help them identify what they believe are barriers to their goals.  
| | • If possible, help clients remove barriers and/or develop a plan with client to remove barriers.  
| | • Demonstrate knowledge of resources that will allow clients to accomplish goals.  
| | • Allow client to verbally process and think through the steps to accomplishing goals. Help client focus on realistic options. |
| 10C(4) | **Negotiate, mediate, and advocate for clients; and**  
| | • When clients need services put in place for them (and they are not able or allowed to initiate a service on their own), Interns will mediate and negotiate services for the client under direction and approval of supervisor.  
| | • When possible, Intern will attend multidisciplinary meetings, case reviews and team meetings and advocate on behalf of client when appropriate, focusing on client’s strengths, accomplishments, progress, needs, and goals.  
| | • Participate in agency events that bring positive attention to the agency; raise funds that allow the agency to work on behalf of the clients; highlights agency needs; and present the agency, its staff and its clients in a positive light.  
| | • When possible, participate in multi-agency meetings designed to share resources, ideas, or address need for services in the community that would better address the needs of the client populations served at the agency. |
| 10C(5) | **Facilitate transitions and endings.**  
| | • Related to case plans/service plans/treatment plans, be aware of the time frames for the completion of tasks, objectives and goals. Abide by these parameters, and help client understand the parameters as well.  
| | • Discuss with your supervisor how the agency addresses transitions and endings, and whenever possible, observe this process.  
| | • Complete homework assignment on Transitions and Endings.  
| | • Develop an activity to do with clients and/or agency staff that help you transition out of (or end) the internship experience. (Field Seminar Course |
After intern is aware of the therapeutic value of preparing for transitions and facilitating endings, he or she will assist clients in this process. This might include processing emotions related to loss, anxiety, fear, joy, anger, abandonment, etc. Intern should consult with supervisor when clients are having difficulty with transitions and endings.

**Evaluation:**

**10D(1) Critically analyze, monitor, and evaluate interventions.**
- If intern is working on a case, documentation should be included in the case file related to client progress toward goals.
- Observe supervisor or other staff when they review case plans/service plans/treatment plans. Client progress will be monitored and evaluated, and success of the intervention will be discussed.
- When interventions fail, analyze why they failed and how they can be improved.
- Review professional journals related to evidence based practice.

**11: Identify the values and behaviors of a Social Worker that emerge from a biblical worldview**

**11A Apply a biblical worldview to work with individuals, families, groups and communities.**
- Review Biblical themes and core elements of a Biblical worldview that impact our personal values: service to others, justice for the poor and oppressed, love, compassion, kindness, grace, forgiveness, mercy, & inherent value of all people (Field Seminar Course assignment).
- Identify personal values that emerge from a biblical worldview, and determine which values can be expressed in a workplace setting, and which values cannot be expressed in the workplace setting.
- Manage biblical values in a way that allows professional values to guide practice. Document in student log when situations arise that require professional values to supersede Biblical values. Review in Field Seminar class.
- Review agency policy related to personal religious expression in the workplace resolving to follow agency rules and regulations.
- Review agency policy on religious rights of the client.
- Recognize that the spiritual dimension is an integral part of the whole person, and resolve to address spiritual issues from a client-led perspective that does not impose personal values. In the student log, document any occurrence of spiritual discussion with clients and review with Field Instructor to ensure that you have remained in the bounds of the agency rules related to such discussion.
- Demonstrate one’s spiritual values through service that is infused with compassion, kindness, grace, forgiveness, justice, fairness, respect and integrity without overt proclamation of faith. Document in student log and review in class discussion.

**11B Compare and contrast a biblical worldview in light of social work knowledge, values and skills.**
- List the 6 core values of social work and review biblical passages that support each of these values. (Field Seminar Course assignment).
- Read “Ethical Integration of Faith and Social Work Practice” by David Sherwood. Article posted on Moodle site. Review in classroom discussion.
- In the final synthesis paper for Field Seminar, address each core value (service, social justice, dignity and worth of the person, importance of human relationships, integrity & competence) detailing how these values were specifically conveyed in the internship setting. Include an explanation of how a Christian social worker can appropriately synthesize social work values and one’s Biblical worldview when working with individuals, families, groups and communities. (Field Seminar Course assignment).