



# **Social Work Program Field Instruction Manual**



## **Foreword**

This Field Instruction Manual has been prepared for the purpose of assisting social work students, faculty, and field instructors to understand the objectives, policies and procedures governing the field instruction component of the Social Work Program at Hardin-Simmons University. This revision from April 2016 replaces and supersedes any earlier versions.

Melissa Milliorn, LMSW-IPR  
Associate Professor  
Head of Department of Social Work

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## Social Work Program History, Mission and Goals

### History

The first social work faculty member, Dr. Dannis Cooper, was hired in 1971 to begin developing social work courses at Hardin-Simmons University. Social work courses were offered, but as accreditation became a requirement in social work education in the 1980's, HSU began the process of formalizing the social work major and seeking accreditation. The first Director of Field Education, Doris Thornton, was hired in 1984 and developed the Field Education curriculum. The social work faculty applied for accreditation in 1985 and was in candidacy through the Council on Social Work Education.

The program became fully accredited in 1986, retroactive for the graduating class of 1985. The program has remained fully accredited since that time. Both Dr. Cooper and Mrs. Thornton maintain an ongoing relationship with HSU and the Social Work Program. The program offers the Doris S. Thornton Alumni Social Work Award annually to a graduating senior displaying outstanding academic achievement in social work practice and field. After the recent retirement of Dr. Cooper in 2010, the program established an annual research award to be given to a graduating senior for excellence in social work research.

The Social Work Program, like the University, provides intellectual, spiritual, cultural, and social opportunities, serving as a catalyst for the advancement and enrichment of its students and the community. The program combines its commitment to academic excellence with a concern for the overall development of each individual student with a distinctive Christian Social Work perspective.

### Mission

As members of the Christian community of Hardin-Simmons University, the mission of the Social Work Program is to:

- prepare students for competent and effective professional social work practice as generalist practitioners by providing appropriate knowledge, values and skills to serve individuals, families, groups, organizations and communities,
- develop professionals who promote social justice, dignity and worth of the individual, the importance of human relationships, human rights, and scientific inquiry, and who are characterized by integrity, competence and service. And,
- produce leaders and advocates in policy development and service delivery for human rights and social and economic justice within a global context.

### Goals

1. To prepare students for effective, competent and ethical professional social work practice through immersion in the values and ethics of the social work profession including respect and acceptance of all individuals with regard to age, class, color, culture, disability, ethnicity, family structure, gender, gender identity and expression, marital status, national origin, race, religion, sex and sexual orientation.

2. To provide students with a generalist's knowledge of social work that is broad in scope including: scientific inquiry for research-informed practice and practice-informed research; theory; values and ethics; the history, purpose and philosophy of the profession; and specific understanding of practice settings, contexts, and clientele.
3. To educate students to understand and embrace diversity in the world and to be committed to the promotion of human rights and social and economic justice through policy analysis, formulation and development, service delivery and through leadership in the development of a nurturing and supportive environment for all people, applying strategies of advocacy and social change, especially for those who are marginalized.
4. To foster students' development and utilization of relational, cognitive, political and professional skills appropriate to generalist practice, while being able to apply critical thinking within the context of professional social work practice with individuals, families, groups, organizations and communities.
5. To create and support an environment that values, models and promotes lifelong learning, professional development, and active participation in the profession and community.

## Criteria and Process for Student Placement, Agencies, & Instructors

**Placement Process and Criteria:** Students who are completing Social Work Practice III (SCWK 3375) and have met the program requirements for entering Field I (SCWK 4450) are expected to make formal application to the university field coordinator during the semester prior to their anticipated agency placement. In addition to the application (Appendix A) each student will complete the Student Educational Needs Assessment forms (Appendix B), the Student Agreement (Appendix F), and the Student Statement of Understanding (Appendix E). The student is responsible to get these materials to the field coordinator and to schedule an interview as outlined in the Practice III course assignment schedule. Students are encouraged to come to this meeting with some clearly defined learning goals for the field instruction component. The conference time is then used to consider the learning needs of the student and University expectations of the field experience.

The students identify three appropriate agencies in which to interview from an agency list provided by the Field Coordinator. However, decisions about actual placement of a student are based on which agency can provide the best setting and educational circumstances to meet the learning needs of the individual student. As the field instructor plays a vital role in the teaching and evaluation of the student, students will not be allowed to do field instruction in the same agency where they are employed, except in rare circumstances when that agency best meets the student's learning needs. Should the placement be at the agency of employment, specific planning must occur between the student, field instructor, and field coordinator to assure that learning needs and work needs are clearly defined: that the accountability structure for each role is in place prior to the placement.

Once three agencies have been approved by the university field coordinator, each student is expected to schedule appointments to interview with the three assigned field instructors. The purpose of these interviews is to establish initial expectations for both the student and the instructor and for each to assess the potential for a positive learning experience. The agency-based field instructors complete the interviews with HSU students, complete the interview feedback form, and then provide the feedback information to the field coordinator and provide notification of the students selected for field placement in order of preference.

The University Field Coordinator approves placement offers and notifies the field instructors of placement approvals. The field instructor has the right to accept or reject the placement. If accepted, the field instructor telephones the student to formally offer placement. The student can either accept or reject placement. Should the placement be accepted by both parties, the student telephones the assigned field instructor to verbally accept the placement and to establish a time and date to begin the field placement in the Fall semester. Each student will be expected to sign two agreements detailing her or his commitment to the field instruction course: Appendix F: Student Agreement and Appendix E: Student Statement of Understanding. The University and the Agency will sign an agreement regarding the role of each in the field education of the student (Appendix G). Final agreements for enrollment in SCWK 4450 should be completed prior to the Fall semester. Formal placement cannot begin until after the field instructor attends mandatory field instructor training and the student attends the first Field Seminar Class meeting.

Enrollment in Field II (SCWK 4552) requires that the student make a C or better in Field I (SCWK 4450). Students successfully completing Field I (SCWK 4450) are automatically approved for Field II (SCWK 4552) and continue in the same agency placement. For those students who expect to be placed in another agency for the second semester, a written request must be submitted to the University Field Coordinator and must identify agencies of interest for SCWK 4552 at least two weeks prior to their final evaluation for 4450. The field coordinator will review the student's reason for the request; mid-term evaluation scores; agency, theory, and the self-evaluation papers; and will consult with the student and field instructor to determine an appropriate placement. Final decision-making must be completed by the end of the semester.

**Agency Criteria:** It is essential that this “*practice arena*” be able to provide experiences which can fully implement the objectives of the course. Each placement will be individually planned to best meet the learning needs of the student while having the following common elements, inclusive of the 9 Social Work Competencies and 31 Practice Behaviors (CSWE < 2015). Each agency should:

1. Be recognized as an integral part of the social service community.
2. Possess legal sanction to operate and identifiable accountability to the community.
3. Provide direct client services to allow students to engage in the generalist intervention model.
4. Provide opportunities for student participation in staffing and other meetings to observe and experience the decision and policy making process.
5. Provide opportunities for student participation in in-service training sessions and other activities which allow for identification with the profession.
6. Provide opportunities for the student to participate in a variety of treatment modalities and services with micro, mezzo, and macro client systems from diverse cultural backgrounds.
7. Offer professional and staff support to assist the student with expectations of the agency and the learning experiences.
8. Express interest in hiring graduates with a bachelor's level degree.

**Field Instructor Criteria:** Experienced direct service providers with professional social work credentials/licensure recognized by the school and community will be used to teach field instruction and supervise students. Social workers selected as field instructors will have:

1. a minimum of two years post-graduation from an accredited social work program.
2. a demonstrated commitment to the knowledge, values, skills and ethics of the social work profession.
3. the ability to over-see the day to day work of the student and to guide learning activities by selection and evaluation of student assignments.
4. the ability to structure one hour weekly supervision conferences for teaching and overseeing assigned tasks with the student: to participate in formal mid-term and final evaluation conferences with the student and field placement coordinator, including completion of evaluation forms required by the university.
5. commitment to participate in mandatory field instructor training approximately two weeks before the beginning of the Fall semester, monthly luncheon seminars, and other training opportunities provided by the University to enhance ability to teach students.

***\*\*In order to utilize agencies which provide services for under-served and vulnerable populations which do not have a professionally trained and licensed social***

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*worker a master level professional who is actively involved with the agency (i.e. a part of the governing board or a contracted consultant) and is credentialed or licensed may substitute with approval by the University Field Coordinator*

## Purpose of Field Instruction

The Hardin-Simmons University Social Work Department understands that Field is the signature pedagogy of Social Work education. Social work practice, as its name would suggest, is not merely an academic endeavor. Those who earn degrees in this field are not referred to as social thinkers or social feelers, but rather as social *workers*. To be certain, a great deal of thought and emotion are expected of students throughout their course-work at Hardin Simmons, but the ultimate goal for every student is the transformation of intellectual and social-emotional learning into professional action.

Therefore just as emerging doctors learn to treat patients during clinical rounds and emerging educators are evaluated as student-teachers, all emerging social workers are required to participate in a field practicum emphasizing application of social work competencies and refinement of generalist social work practice behaviors.

The primary function of social work field instruction is to “*learn by doing*”. Each student is placed in a community agency which has the appropriate legal and professional sanctions to provide social services to clients in need. Field instruction is organized around the need to help students:

- approach the generalist intervention model in an orderly and disciplined manner; (Helping or Change Process) Engagement, Data Collection, Assessment, Planning, Intervention, Evaluation, Termination/Follow Up
- build on his or her own unique experiences and capabilities as applied in the field setting
- integrate new learning into his or her social work practice;
- function adequately within the social service delivery system;
- work responsibly and with sensitivity to people from different backgrounds, cultures, races, religions and life styles, following the NASW Code of Ethics and meeting the CSWE Competencies and Practice Behaviors; and
- evaluate the use of self and systems in the helping process.

To meet CSWE Educational Policy B2.2.9, before field placement can be finalized, the agency field instructor must complete Appendix C Agency Information form, and Appendix D Field Instructor Information form to document the “credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective” (CSWE 2015, pg. 13), and professional social work supervision of the student in field placement.

## Agency, Student & University Roles

**Agency Role:** The role of the agency in field instruction is to provide the student educational experiences which are planned to promote the development of professional and personal maturity and to bring the capacity for thinking, feeling, and doing, into balance. It is essential that the student see their role primarily as a student pre-professional-- "*one who is learning.*" Learning activities will provide opportunities for the student to integrate classroom knowledge with practice experience, meeting the CSWE Competencies and Practice Behaviors. This beginning level of professional development requires a respect for the knowledge base and willingness to invest in learning the theoretical framework.

**Field Instructor Role:** A professional social worker who is directly accountable to the field agency will serve as student's field instructor. The field instructor's role is to be an educator working with the student "*to practice and refine the ten core competencies of social work through the 41 accompanying practice behaviors by applying the processes and theories learned in all previous social work course material for the purpose of generalist social work practice.*" The field instructor is expected to coordinate and direct the student's agency learning experience. Students need exposure to the total structure and range of services of the agency to understand its function, professional and supportive roles of the staff, the client population and method of delivering service. Students also need exposure to clients from diverse cultural and ethnic groups and opportunities to observe the effects of institutional discrimination against women and other minorities. It is appropriate to utilize an agency "*task supervisor*". A task supervisor must be approved by the University field coordinator and is another designated agency professional who, under the knowledge, supervision, and direction of the field instructor, may assign tasks to the student. Such tasks can include observing, assisting, or working with other agency-related professionals in their daily work in order to enhance overall learning experiences and opportunities in meeting student learning needs. The agency field instructor maintains responsibility for weekly supervision with the student, as well as the overall learning experience and outcomes in the agency setting.

### **The Field Instructor provides opportunities for the student to:**

1. Work with increasingly complex tasks while functioning as a team member providing direct and/or indirect services to clients. Students should begin as observers with simple tasks such as completing a summary recording of an interaction. As the student progresses, she or he will provide service under the direction of a team member.  
Finally, the student will be responsible for the planning, provision of helping service to clients, completion of appropriate documentation, and evaluation of the success of the interaction/intervention.
2. Be involved in direct services to clients from the full range of cultural, racial and socio-economic groups served by the agency.
3. Participation in the social work process to work with a client system toward change: engagement, data collection, assessment, planning, intervention, evaluation, termination, and follow-up.
4. Experience the various intervention modalities utilized in the agency and collaborate with other disciplines providing services for clients.
5. Complete summary and process recordings in addition to whatever recordings are required by the agency. Relate the agency services to governmental policies concerned with funding and accountability issues.

6. Participate in staffing and in-service training, where possible, as well as informal interactions with professional staff to work on development of a professional identity; deal with the risks involved in the process of integrating "*knowing*", "*understanding*" and "*doing*"
7. Participate in the evaluation process to objectively assess own practice.

**Social Work Program Role:** The role of the Social Work Program is to provide the student opportunities and assignments to evaluate their progress in integrating the competencies and practice behaviors and toward making appropriate use of self within the generalist practice of social work. The student can expect the social work faculty to select appropriate agencies and field instructors, to develop professional liaison relationships with each and to provide appropriate information to facilitate the student's field learning.

**The Field Coordinator has responsibility for:**

1. Curriculum design and development of appropriate educational tasks.
2. Directing the Integrative Seminar.
3. Develop, collaborate, and present annual mandatory Field Instructor training. Mandatory Field Instructor training is to take place approximately two weeks prior to the beginning of the Fall semester annually, and as needed in the event field instructor and/or field agency changes are made after the initial annual training is conducted.
4. Arrangement of meetings, seminars, workshops to coordinate university expectations with agency opportunities for student's learning, teach content from the professional foundation areas, and evaluate every aspect of field education.
5. Recruitment and decision-making regarding selection of agencies and field instructors for student placement.
6. Coordinate placement of students with field instructors.
7. Provision of appropriate information about students assigned to field instructors to assist in the orientation to the field experience.
8. Acting as collaborator with or consultant to field instructors as they track a student's progress.
9. Acting as a mentor for students in relation to their adjustment to the field experience.
10. Provision of opportunities for students to evaluate their field experience.
11. Assigning a grade for student's performance, in consultation with field instructor.
12. On-going evaluation and development of the overall field component.
13. Works in consultation with the Chair of the Social Work Department, the Social Work Advisory Council, Field Agency/Field Instructors, and Field Students to maintain an up-to-date Field Manual outlining all policies relevant to Field Education at HSU.

## Teaching Methodology

*Field Instruction I* (SCWK 4450) consists of 14 hours per week for 15 weeks or 210 total placement hours in a local social service agency. Learning activities are directed by a professional worker directly accountable to the agency. The field instructor works in collaboration with the university field coordinator to assess and plan the student's learning needs. The initial focus is on agency structure for service delivery. The student is oriented to the agency by the field instructor and support staff to understand the role of social work in linking people to resources, services and opportunities. Students become aware of the client population served by the agency and their needs.

Content from the Introduction to Social Work course and the Social Welfare Policy class supports this understanding, as does content from HBSE I & II. Content from Practice I & II and Research becomes applicable as the students participate in agency activities and interactions with the field instructor and support staff. The Integration Seminar, conducted on campus by the field coordinator, or designated faculty, is used to clarify understandings and to make formal connections between conceptual material and practice experiences. The student demonstrates her or his level of competency through weekly log entries which process the "*new learning*" experiences and through discussions in the integrative seminar, as well as through the formal written assignments and agency and case presentations.

While becoming aware of how service delivery within the agency relates to content from academic courses, the student begins to focus on being able to identify and assess interactions of clients within their environment. This is initially done by observing a professional social worker interviewing clients. As the student understands agency policy, client needs and agency services, she or he begins to collect data and make assessments under the direction of the field instructor, setting goals and employing a plan for services. The student begins to provide services under the direction of the field instructor. As the student begins to actively participate in service delivery, she or he completes detailed recordings of the activity. About this same time, the field coordinator and field instructor meet in the agency with the student for a mid-term evaluation (Appendix L). When the student clearly demonstrates knowledge of the agency, responsible work behavior, awareness of self, use of supervision, use of social work values, and skills for purposeful interaction she or he is able to work alone with clients utilizing the scheduled supervision hour with the field instructor for feedback and greater learning about self.

Students begin to focus on specific interests for the second semester, assessing what personal learning goals need further attention; making use again of Appendix B. Recordings of work with clients is continued throughout this time. Depending on the interest of the student and the agency, special assignments may be developed to meet individual learning objectives. Final evaluations are done at the agency and review the same areas as mid-term (Appendix P). This provides the student a visible assessment of the level of learning since mid-term. The last written assignment is a self-evaluation paper (Appendix O) to specifically assess student's learning as it relates to field objectives. Both of these evaluation tools focus on the values and ethics of practice, as well as the knowledge and skills.

## Integrative Seminar

The Integrative Seminar meets on campus each week for one and one half hour, and is not counted in the total placement time. Activity relates to learning needs of the students. The first semester begins with an orientation about the process of field instruction. This involves discussions about the structure of agency systems and the rationale for the structured field assignments. This moves the seminar to begin relating course content to specific agency activity, with heavy emphasis on policy, human behavior and practice content. This leads to a dialogue about emotional and physical safety in the field placement and the process of supervision. Then the social work interns begin formal presentations about their agencies and cases which occurs about the same time as agency mid-term evaluations. Shortly after mid-semester, a group cohesion begins to develop which provides support and peer ship. The focus shifts to time and stress management, human diversity issues, ethical dilemmas, and other topics encountered in the "real world" of social work. The seminar leaders which includes the field coordinator and students utilize activities and exercises designed to assist the student in understanding how he or she learns, copes with stress, and deals with authority. Students use the rest of the semester to refine their understanding of the agency functioning and to integrate course content for problem-solving and linkage to resources for specific clients.

The Latin term for the word seminar means "*to seed*." The integrative seminar is designed to give the senior social work student an opportunity to reflect upon academics as one demonstrates actual performance in the field. The seminar is not a lecture-type class. The HSU field coordinator will provide a formal structure for the seminar in the form of assignments and feedback but the students will do most of the work. "*To seed*" one's self implies active participation in the learning process. That involves an active exchange of ideas and experiences to test practice knowledge, values and skills. It can be a support group wherein each student is nurtured through critical or negative learning experiences. Each student should be able to use the seminar to learn how to accept and respond to criticism as well as to be critical of others in a constructive manner.

During Field II (**SCWK 4552**), the student is concurrently enrolled in Research (**SCWK 4390**) in order to utilize research skills to evaluate her or his own practice. The format is similar in design to the first semester placement with the student increasingly being more responsible for service delivery. The student is expected to provide services for larger systems, i.e. families or groups and to involve themselves in increasingly more responsible tasks such as interfacing with other action and target systems.

Written assignments include case presentations, case summary recordings, and a formal integration paper (Appendix Q). The students must utilize the HSU conceptual framework for practice and integrate knowledge, values, and skills from all professional foundation areas to discuss the client, worker, agency, provision of service, as well as professional issues which might impact at any level.

The integration seminar increasingly becomes a forum for processing ethical dilemmas and applying critical thinking to practice situations. Prior to Spring Break, the seminar shifts focus to planning for employment, licensure, and graduate school. Aggressive efforts are made to develop a resume, contact agencies for job opportunities and complete the University's placement process, while continuing to share agency experiences. The seminar also addresses preparatory steps for students planning to take the State Licensure Exam, prior to or following graduation, as well as assisting students seeking graduate school placement in pursuit of a Master's degree in Social Work.

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Evaluations follow the same procedure as in Field I (**SCWK 4450**), while using a more detailed tool (Appendix P) which rates self-awareness, identification with and commitment to the values and ethics of the profession, professional skills, working with client systems, functioning within the agency and community involvement.

During both field placement semesters, students are expected to be active on campus and in their community through attendance and participation of a minimum of three NASW meetings or events, and at least three HSU Social Work Club meetings, events, or projects. The objective is to expose students to a variety of professional social workers in the community and to create visible evidence of the activities of social work majors on campus. This provides students with leadership opportunities on campus and in the community. Other professional meetings, conferences, and events can substitute for NASW involvement if approved by the Field Coordinator.

## Orientation to the Agency

The student is responsible for getting to know the agency programs, policies, and services. The field instructor will provide orientation to the physical setting, introduction to staff members, and acquaint the student with agency resources. The student should take initiative to obtain access to:

1. Agency manuals, brochures and flow charts which define purposes and procedures and role of staff members
2. Description of services provided by agency
3. Description of client population
4. Description of the agency's role within the social work community

The field instructor may include this information in the student's orientation to the field placement. If not, the student is responsible to ask as soon as possible. The following practical things should definitely be decided upon during the orientation period:

1. Field placement schedule
2. Specific assignment of a work space
3. Introduction to staff
4. Tour of the physical plant and instructions for use of telephone, fax and copy machines, etc.
5. Dress code
6. Expected behavior

## Facilitating the Learning Process

Learning is individual and personal: it is an active process through which behavior is changed through the student's personal experiences. The field instructor can assist the student to make the mental connection between a behavior and a desired outcome, therefore allowing the student opportunities to take on new identities as an emerging professional. Since actual learning can only be inferred, the field instructor can monitor the written and verbal communications and the behaviors utilized in the interactions with clients to identify and reinforce desired behaviors. Feedback from the field instructor can also assist learning by identifying and correcting mistakes before they become habit. Other ways to assist learning include:

1. Dialogue with student about how academic concepts relate to actual practice. Field instructors are to review student assignments prior to students turning them in for grading in Seminar class. Students and Field Instructors should discuss timeframes for completion of assignments, referencing the Seminar assignment schedule due dates to accommodate the Field Instructor's, student, and Seminar schedules and allow adequate time for review of and amendments to the student's work/assignment.
2. Expose the student to the total social work process making sure to provide feedback about student's performance.
3. Assign cases with potential for change to provide the student opportunities to develop intervention skills.
4. Allow the student to participate in as many tasks as the agency allows in the provision of service, such as making home visits, referrals, collaboration and recordings.

## Assessment and Evaluation

Team members involved in the student's learning provide on-going assessment of the student's progress. The field instructor meets weekly with the student to evaluate specific tasks relevant to student development as a professional in the agency and community, to provide appropriate supervision and consultation, and assess the student's ongoing progress toward student learning goals and objectives, social work competencies, and practice behaviors. During this weekly, minimum of 1 hour of supervision the following occur:

- The student is responsible to develop an agenda for each supervisory meeting, defining how she or he expects to utilize the time. The field instructor may add to this agenda as needed in order to fully meet the above expectations;
- The field instructor reviews the activity section of the weekly log at this time, and signs it as documentation that the student has shared it with the field instructor. This not only documents the student's weekly activities, supervision agenda, and discussion, but also serves as verification of the hours completed;
- The field instructor or a designated team member evaluates each written assignment before the student turns it in to the university seminar leader. It is essential that the written work coming out of an agency accurately reflect the student's activity and the agency's function/role in the situation.

At mid-term and again at the end of the semester, the student, field instructor and field coordinator meet in the agency to evaluate the student's progress with both individual and program goals accomplished during field work. It is expected that having met the criteria and followed the procedure for placement, the student will move through the field experience with a minimum of difficulty. The first three weeks of a new placement seem to be most stressful. This is the time when the student needs more structure and support. If for any reason, the student is unable to move through the field process as defined, the field instructor should so inform the field coordinator and both work with the student to assess the problem and potential for successful completion of the placement. At mid-term and again at the end of the semester, the student, field instructor and field coordinator meet in the agency to evaluate the student's progress with both individual and program goals accomplished during field work. Utilizing the appropriate Fall or Spring Field Evaluation tool:

- The student should complete a draft self-evaluation;
- The field instructor will complete a draft evaluation of the student;
- The student and field instructor will meet to discuss, compare and negotiate evaluation ratings and comments in preparation for the evaluation meeting with the field instructor;
- In accordance with the Field Seminar assignment schedule, a mid-term evaluation meeting and a final evaluation meeting will be conducted in the agency with the Field Coordinator, Field Student, and Field Instructor.
- Other designated agency personnel may be called upon to assist in the evaluation process when appropriate, such as a task supervisor, other agency social worker, or other designated staff working with the student on a regular basis as a part of their field placement.

## Social Work Competencies and Practice Behaviors (CSWE)

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

### Competency 1: Demonstrate Ethical and Professional Behavior

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

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

### Competency 2: Engage Diversity and Difference in Practice

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

- Apply and communication understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases

and values in working with diverse clients and constituencies

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

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

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

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

### **Competency 5: Engage in Policy Practices**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families,

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

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

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

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

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

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

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

collaboration. Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

## HSU Theoretical Framework (Refresher)

1. **Systems Theories** – (General Systems, Ecological Systems and Social Systems) Carol Germain defined ecology as the “science that studies the relations between organisms and their environments”. Critical to the ecological perspective is the holistic view of people. Social Work practice is based on a dual focus: 1) the person and situation; and 2) the system and its environment. Bronfenbrenner’s Bio-ecological Systems model includes microsystems, mesosystems, exosystems, macrosystems and chronosystems in which individuals exist
  
2. **Social Role Theory** –(Social role theory) traces the process of socialization and personality development through the person’s participation in increasingly diverse and complex social roles. Roles are any set of behaviors that has some socially agreed upon function and for which there exists an accepted code of norms. Each role is usually linked to one or more reciprocal roles and each role has a set of role expectations associated with it. Social roles impact development by the number of roles a person is involved, the intensity of involvement that is demanded or that the person brings to the role, the pattern of participation over time, and the degree of structure specified for the role. Development is also influenced by social position, social status, ascribed position, achieved position, role sets, role expectations, social identity, role conflict, role ambiguity, and role overload. (Robert Merton, Charles Cooley)
  
3. **Symbolic Interaction** – Charles Horton Cooley and George Herbert Mead contributed to symbolic interaction reasoning. In extension of the social systems perspective, symbolic interaction assumes our capacity to think, communicate, and to see ourselves as unique individuals is based on the ability to learn, retain and purposefully use information. The social environment has socialized each of us to attach specific meaning to all behaviors. Symbols come from people sharing the same general culture. An example would be language. As human beings, we have assigned symbols to every aspect of our physical, social, psychological, and spiritual environments. Related to our behavior, the meaning of behaviors may be different for each of us. We may be required to change meanings of our behaviors through mutual identification and assessment. In social interactions we watch for the reaction of others and adjust our behavior accordingly.
  
4. **Social Exchange Theory** – Ferdinand Toennies helps us to understand why all forms of social organization are interacting and interdependent parts. How we give in interactions in order for our needs to be met impact our ability to meet our own needs & should be considered. There is a distinction between natural and rational will and results in Gemeinschaft and Gesellschaft forms of relationships. In Gesellschaft relationships, exchange represents a means for achieving some end. In Gemeinschaft relationships, the exchange serves as an end in itself as opposed to being the means to an end. George C. Homans’ view is that human social behavior can be understood as an exchange among people of things possessing value from one person to another creating an obligation of reciprocity. Once the exchange is initiated, there is a tendency towards balance involving costs and rewards for each person involved in the exchange. Peter Blau introduced four concepts associated with social exchange: transaction; differentiation; stabilization; and organization.

- 5. Developmental Theories (Primarily Erikson/Psychosocial)** – Erik Erikson’s work extends from psychoanalytical theory, but focuses only on ego development and not the id. He identified 8 stages of development across the lifespan. Each life stage is viewed as a psychosocial crisis or conflict. There are internal (psycho) and external (social) determinants of behavior which is the psychosocial crisis. In each stage, one must resolve this crisis or conflict in order to acquire new ego strengths and move on to the next stage. The life stages are: 1) Infancy; 2) Toddlerhood; 3) Early School Age; 4) Middle Childhood; 5) Adolescence; 6) Early Adulthood; 7) Middle Adulthood; and 8) Late Adulthood. (Piaget, Kohlberg, Gilligan, Fowler, Peck)
- 6. Learning Theory/Behaviorism** – Developed by John Watson, added to by B.F. Skinner and later by Albert Bandura. Ivan Pavlov’s work in behaviorism also impacts this theory of learning as Watson built on Pavlov’s work. This theory basically shows that learning takes place through mechanisms that account for the relatively permanent changes in behavior that occur as a result of experience. These mechanisms are: Classical Conditioning (Pavlov & Watson); Operant Conditioning (Skinner); Social Learning (Bandura); and Cognitive Behaviorism (Bandura). People learn through direct experience and vicariously by association, reinforcements, observations, responding to stimuli, and stimulus response.
- 7. Cognitive Developmental Theory**- Jean Piaget used experiments and observation to understand how children develop and believed children mature into logic rather than by learning it. Piaget defines “knowing” as a product of continuous interaction between the person and the environment. We store units of information in schemas. These schemas are adapted to change how one relates to the external world. This is done through assimilation and accommodation. Assimilation is the consolidation of new information into what we already know to change how or what we perceive. Accommodation modifies existing information to become new, or in simpler terms, changes what we think. This cognitive development occurs over mental stages; Sensorimotor Intelligence; Preoperational Thought; Concrete Operations; and Formal Operations.

## Field Practicum Hourly Requirements

According to the Council of Social Work Education all accredited Social Work Programs must provide a minimum of 400 hours of field education at the baccalaureate level and 900 hours at the master's level (CSWE, Accreditation Standard 2.2.5, pg. 13). At Hardin Simmons we surpass these guidelines in our BSW program, requiring students to complete a minimum of 450 hours of field placement education.

For Field I (**SCWK 4450**) the student will spend approximately 14 hours per week for fifteen weeks in field placement to accumulate a total minimum of **210 hours**. For Field II (**SCWK 4552**) the student will spend approximately 16 hours per week for fifteen weeks in field placement to accumulate a total minimum of **240 hours**.

Each semester, every student is responsible to develop a typical weekly schedule with the help of field instructor. This schedule is due during the second class period (appendix H should be utilized). A copy should be given to the field coordinator and the field instructor. All schedule changes should be forwarded in this same procedure. The work pattern can be flexible but should include three consecutive half days of at least 4 hours each. The student is expected to set up an acceptable schedule with the field instructor and maintain this schedule in the same way as the professional staff of the agency, following agency policy. **If illness or an emergency occurs, it is the student's responsibility to notify the agency prior to any absence, and to arrange make up time with the field instructor.**

If there are opportunities to attend appropriate meetings/workshops, the student may substitute these hours for the regular schedule. Problems regarding work overload or inappropriate work should be immediately identified to the field instructor and discussed within the framework of the student's learning goals. In the rare event that the student and field instructor are unable to agree on appropriate tasks, the university field coordinator is available to join the discussions so that all three might work together to make plans appropriate to the student's learning needs, as well as the needs of the agency, and the requirements of the university.

Students in field placement observe all official university holidays and should plan them in the scheduled time. The student and field instructor may decide together about how to handle agency holidays not recognized by the university, based on agency personnel working on said holidays. **Caution: Total hours at agency are required regardless of agency, university, and personal holiday schedules.**

## Additional Policies and Procedures

### Employed Social Worker Field Practicum Option

On rare occasion, it is possible that students may have a practicum placement at the agency that employs them, providing the educational experience is a "*new learning arena*" of social work knowledge, values, and skills, and that this learning is clearly reflected in a detailed educational plan involving the integration of content specific, goal oriented and clearly measurable objectives consistent with the expectations for social work interns doing field work. The time spent in preparation, performance of activities, supervision and evaluation is counted toward the required hours for the field practicum.

### Change in Field Practicum

Any student enrolled in the social work program may seek a change in her or his field practicum when problems unrelated to the student's performance make the continuation in the field agency an issue. It is the function of the university's field coordinator and the student's field instructor to determine whether the problem is performance or non-performance. *Examples of some non-performance problems are:*

- Inadequate agency resources to support field placement. For example, lack of student office space, lack of clients, hence students lack cases, insufficient supervisory time, loss of field instructor due to illness, change of jobs, etc.
- Learning experiences in agency are too narrow. For example, lack of opportunities to work with individuals, families, and groups or to assume multiple intervention roles: counselor, broker, and advocate.
- Misplacement error based on paper credentials of students and field placement. For example, agency learning experiences are too advanced for the student or the converse. It is more of a problem of an unanticipated mismatch than a difficulty in student performance.
- Agency reorganization. For example, during the academic year the agency substantially changed its administrative structure which created a chaotic situation for the student and/or this adversely affected available learning opportunities.
- Personality or ideological clash between field instructor and student. For example, both the student and field instructor are committed to the social work profession, clients and the generalist model, but on a day to day interpersonal level either one or the other is not able to get past the issues on which they clash and it's blocking their ability to achieve "goodness of fit" and really enjoy field instruction.

### Request to Terminate Field Practicum (Procedure)

1. The university field coordinator and student discuss the problem. The student may have another member of the faculty present if such is desired.
2. The university field coordinator, the student intern, and the agency-based field instructor discuss the problem and explore alternative solutions. At this point, it is the field

instructor's responsibility to inform the field coordinator of the difficulties. If a solution is not found within the agency, a decision to terminate the placement is then made by the agency-based field instructor in consultation with the university field coordinator.

3. **The student is expected to complete the termination process in the initial placement which includes administrative requirements of the agency as well as termination contacts with assigned clients.** The original field instructor is also expected to submit a summary of the student's field experience to date, which is shared with the student and becomes part of the school record. The student may submit a response to the field instructor's evaluation. **\*\*In rare situations, an agency may unilaterally request that a student be terminated from the placement. If this is due to concern about the student's suitability for that particular setting, or for social work practice in general, then the university field coordinator must be involved in order to review the situation, to provide the student with due process, and to develop further plans.**
4. The student and field coordinator determine whether or not replacement is advisable and if so they explore options for another placement and a decision to replace the practicum site is made.

### **Procedure for Replacements**

Replacement is initiated by the field coordinator who selects and facilitates the most suitable replacement. An interview with the new field instructor and agency is required, and information about the previous situation is openly shared and discussed. It may be necessary for the student to put in additional or extended time in the new placement to make up for earlier time and teaching missed. These arrangements are negotiated by the student, the field coordinator and the new field instructor.

### **Administrative Termination of Field Practicum (Procedures)**

The university field coordinator may administratively terminate the field practicum of any student enrolled in Field Instruction I or II. Termination may occur due to unethical conduct, or violation of social work ethics. A request for the consideration of removal may be initiated by the field instructor, the agency executive director, social work faculty, the field coordinator, or the student. ***In all cases, a written statement, which documents the issues and/or concerns, is to be prepared by the person initiating the action.*** At the request of the agency field instructor:

A student may be removed from the field placement agency for documented unethical and/or unprofessional conduct or for lack of progress in attaining field instruction learning objectives. The student will be apprised, orally and in writing, of the specific nature of the concerns about her or his behavior, lack of progress in learning, or unsatisfactory performance. In an effort to arrive at a resolution of the situation, a meeting will be held with, at a minimum, the student, the field instructor, and the field coordinator. The student's advisor will be informed and may be included as appropriate. The purpose of this meeting is to ascertain the facts and give all parties involved an opportunity to raise their concerns, and explore possibilities for resolution of the problem.

The possibilities include:

- continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient.
- removal from the agency, for documented cause, resulting in a failing grade.
- removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements

In the event the situation is not resolved as a result of this meeting, the matter will be referred to the Director of the Social Work Department. Serious obstacles to the student's learning in the agency may be addressed through a request for removal by the student.

The following steps are to be taken:

- The student will discuss the situation with the field instructor.
- If the issue remains unresolved, the student will consult the field coordinator to discuss the issues and the rationale for the request to be placed elsewhere.
- If, after such a discussion, the matter is not resolved, the field coordinator will convene a meeting of the student, the field instructor, and the student's advisor. The purpose of such a meeting would be to ascertain the facts; to give all parties involved an opportunity to voice their concerns, and to serve as a basis for decisions.

The field coordinator, with the student and field instructor will then proceed to make a decision in this matter. The possibilities include:

- continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient.
- removal from the agency, for documented cause, resulting in a failing grade.
- removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.

### **Professional Suitability and Professional Unsuitability**

Hardin-Simmons University, the university's social work department, the field coordinator, and the agency-based field instructors expect students to conduct themselves in an orderly and cooperative manner with respect and commitment to the social work profession's mission, purpose and those standards set forth in the NASW Code of Ethics as well as to the field agency's mission, purpose, and the standard of conduct set forth in the agency's policies and procedures.

### **Attendance in Field**

Attendance in the field placement and the integrative seminar is mandatory. Per University policy, a student missing more than 25% of the class (3 or more sessions) may not receive credit for the course.

## **Violation of NASW Code of Ethics**

In instances where the student's problem is not primarily academic, but has arisen because of a violation of professional ethics or behavior that is detrimental to the welfare of the student's client, the student may be terminated from field practicum and is also subject to dismissal from the social work program by the field coordinator and Social Work Program Director. Review the NASW Code of Ethics.

## **Academic Dishonesty**

Hardin-Simmons University does not tolerate academic dishonesty and has policies in place to address these issues. Academic dishonesty is essentially a violation of the NASW Code of Ethics and leads to the same consequences in regards to Field Instruction. Review the Academic Dishonesty Policy in the University student handbook.

## **Violation of University Policies**

Hardin Simmons has adopted rules, policies, and procedures that define rights, privileges, prohibited conduct, and procedures to be followed. Refer to the University Handbook for full knowledge of policies. Refer to the University student handbook for the Grievance Policy for Students Protesting Grades.

## **Confidentiality and Client's Rights:**

It is the responsibility of the student to become familiar with the agency protocol regarding these matters and to discuss with the field instructor and the university field coordinator how these are best observed by the student in compliance with the Social Work Code of Ethics. Clients deserve that their right to confidentiality be upheld therefore violations of agency/client confidentiality will not be tolerated.

## **Continuance in the Program**

Students who are unable to secure a satisfactory field placement for reasons relating to their inappropriateness or their lack of readiness for placement will be subject to discontinuance from the program.

## **Student Statement of Agreement**

This signed statement attests that the student has read and understands the content of the Social Work Field Instruction Manual and is signed by the student prior to beginning field instruction.

## Sharing Sensitive Student Information

Relevant student information, written and oral, may be shared between involved parties (Social Work Department Head, University Field Coordinator, and Agency Field Instructor.) This information will be shared to assist with appropriate field placements, enable informed choice by field instructors, protect clients, protect students and facilitate the learning process. The University field coordinator may share relevant student information from oral and written communications and field seminars with field instructors. It is likewise expected that field instructors will share relevant information from field placement with the field coordinator. Students, the university field coordinator, and field instructors will have knowledge of this policy before the placement begins. “Relevant Student Information” is defined as any information which will have direct impact on the field placement. Information is relevant if it may affect clients, field instructors, agency staff or the learning process.

### Examples:

1. A student who is placed or wanting to be placed in a sexual assault program but who has experienced sexual trauma themselves might be encouraged to consider this and/or share this info with the field instructor.
2. A student who is placed or wanting to be placed in a psychiatric hospital but who has a member of his or her family in a similar facility might be encouraged to consider this and/or share this info with the field instructor.
3. A student who has an illness or disability that will likely affect his or her performance at field, that information will likely need to be shared with the field instructor.

## Life Experience/Work Experience

No field practice practicum credit is given for life experience or previous work experience.

### Unsupervised Student Home Visits

Home visits are one of the most rewarding and rich learning experiences in social work field education; however, they can present potential dangers for students who are expected to complete them on their own without the help of a supervisor or colleague. For this reason, unsupervised home visits should be added to the student workload only after it is confirmed that the type of home visit is appropriate for a BSW level student (not counseling/clinical in nature) and after each of the following has been achieved:

- The student has completed any and all necessary University and/or agency safety training regarding home visit safety guidelines and practices.
- The student has shadowed the Field Instructor, Task Supervisor and/or colleagues on a number of relevant home visits.
- The student has demonstrated and articulated comfort and readiness to practice home visit responsibilities on their own without supervisor accompaniment.
- The agency has demonstrated and articulated comfort and readiness to give the student home visit responsibilities without supervisor accompaniment.
- The agency has considered and documented a risk assessment for any and all scheduled home visits, only sending students on home visits deemed to be of very low risk.

- The student has signed the University Indemnification Agreement so that informed consent of any potential dangers can be documented in the University and Agency records.
- The student and field instructor should discuss and process any concerns regarding unsupervised field visits during weekly supervision or as needed to ensure that any change in comfort/risk/expectations are considered and dealt with in an appropriate and timely manner.
- Unsupervised home visits will not occur until explicitly approved by the HSU Director of Field Education.

#### Student Transporting Clients and Use of Personal Vehicle

HSU Students should not transport agency clients unless explicit consent has been given by the Director of Field Education and the agency Field Instructor or other designated agency administrator with such authority. On rare occasions this is an appropriate and allowable student responsibility. Due to the dangers associated with transporting clients, particularly if the student and/or client(s) are minors, students who are allowed to transport clients must understand: they are taking on full liability for themselves and the client(s) transported in the event of an accident; the student, or their parent if they are a minor, has signed the University Indemnification Agreement so that informed consent of any potential dangers can be documented in the University and Agency records; and transporting clients can only happen with explicit consent as mentioned.

#### Title IX

All Students and Field Instructors are responsible for having read and understood the University's responsibilities regarding Title IX responsibilities as articulated in the student manual beginning on page 45. It can be found here:

<https://www.hsutx.edu/includes/publications/studenthandbook/files/assets/common/downloads/Student%20Handbook.pdf>

## Paperwork & Assignments

### Field Instruction I (SCWK 4450)

1. Schedule (Appendix H)
2. Student Agreements (Appendices E & F)
3. Weekly Logs (Appendix J)
4. Learning Contract (Appendix T).
5. Agency Paper & Presentation (Appendix K)
6. Theory Paper (Appendix M)
7. Case Paper and Presentation (Appendix N)
8. Self-Narrative Paper (Appendix O)
9. Attendance & Participation (Integrative Seminar, 3 local agency meetings, 3 Student Social Work Club meetings required) **More than three absences could result in termination from field.** \*\*All written assignments are to be reviewed and evaluated by the field instructor prior to submission to the field coordinator.

### Evaluation:

Evaluation is an on-going process within the field agency and in the integrative seminar. Both the agency-based field instructor and the HSU field coordinator will provide feedback to the student regarding her or his performance levels. There will be two formal agency evaluation periods where the student, field instructor, and field coordinator meet together, the first at mid-term, and then again at the end of the semester. Both student and field instructor independently complete the evaluation form (Appendix L) and then meet together to compare, discuss, and then, when appropriate, negotiate the ratings. The outcome of their evaluation conference is presented to the field coordinator and becomes a part of the student's school record. This same process is applied during the final evaluation. The final course grade will be based on:

### Grades

Field Coordinator and Field Instructor Evaluation	<b>40%</b>
Agency & Theory Papers	<b>20%</b>
Weekly Field Logs	<b>15%</b>
Case Paper and Presentation	<b>15%</b>
Participation	<b>10%</b>
	-----
	<b>100%</b>

## Field Instruction II (SCWK 4552)

1. Schedule (Appendix H)
2. Learning Contract (Appendix T).
3. Weekly Log (Appendix J)
4. Major Integration Paper (Appendix Q):
5. Speak Up Speak Out Assignment
6. Attendance (Required: All Integrative Seminar classes; 3 NASW or other approved agency/community meetings, events, or activities; 3 HSU Social Work Club or Sigma Beta meetings, events, or activities) **More than three absences could result in termination from field.**

### Evaluation:

Evaluation is an on-going process within the field agency and in the integrative seminar. Both the agency-based field instructor and the HSU field coordinator will provide feedback to the student regarding her or his performance levels. There will be two formal agency evaluation periods where the student, field instructor, and field coordinator meet together, the first at mid-term, and then again at the end of the semester. Both student and field instructor independently complete the evaluation form (Appendix L) and then meet together to compare, discuss, and then, when appropriate, negotiate the ratings. The outcome of their evaluation conference is presented to the field coordinator and becomes a part of the student's school record. This same process is applied during the final evaluation. The final course grade will be based on:

### Grades

Field Coordinator and Field Instructor Evaluation	40%
Major Integration Paper	15%
Weekly Field Logs	15%
Case Paper and Presentation	15%
Speak Out Assignment	5%
Participation	10%
	-----
	<b>100%</b>

## Grading Procedures for Field Instruction

A student in the undergraduate social work program is expected to maintain a 2.0 or above grade point average of all course work. In the field practicum, grades for each student are recommended by the agency field instructor. The university field coordinator is ultimately responsible for assigning and registering the student's grade in the course.

Grading is done on the alphabetical system as follows:

- A** Excellent or superior performance in most field work, field practicum tasks, and integrative seminar assignments and overall course expectations.
- B** Good performance with potential for some superior performance is evident.
- C** Acceptable and adequate social work knowledge, values and skills are demonstrated in field work and the integrative seminar.
- D** Unacceptable undergraduate performance in social work field instruction.
- F** Failure to adequately perform in Field Instruction. This grade is given in consultation with the agency field instructor and the student is counseled since this grade can have serious consequences related to the student continuing in social work.
- I** The grade of incomplete presupposes that the student is doing acceptable fieldwork and adequately performing in social work field instruction and that the student has accomplished at least most of the course expectations, but because of illness or another emergency situation, which is beyond the student's control, the course requirements cannot be fulfilled by the end of the semester. An incomplete in SCWK 4450 must be completed before the first class in SCWK 4552. An incomplete in SCWK 4552 must be completed by the end of the summer.
- WP** The grade of Withdrawn Passing indicates that the student chose to withdraw from field and was passing the course at the time of the decision.
- WF** The grade of Withdrawn Failing indicates that the student chose to withdraw from field and was failing the course at the time of the decision.

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## APPLICATION FOR FIELD PLACEMENT (Appendix A)

Please Type or Print:

Name \_\_\_\_\_ Age \_\_\_\_\_ Classification \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ ST \_\_\_\_\_ Zip \_\_\_\_\_

Do you own a car? \_\_\_\_\_ If not, how do you plan to get to your placement? \_\_\_\_\_

Do you have a valid driver's license? \_\_\_\_\_ What State \_\_\_\_\_

Have you ever been convicted of a felony? \_\_\_\_\_ If yes, please define the charge and the judgment.

Have you ever been charged with an ethical violation? \_\_\_\_\_ If yes, please define the charge and the judgment.

Semester you plan to take field placement? \_\_\_\_\_

Will you have completed all program requirements by the semester you plan to take field placement? \_\_\_\_\_ If not, define the basis for your application for field.

Will you have completed all program requirements for enrollment in SCWK 4450 by this date?

\_\_\_\_\_ If not, define the basis for your application for field

Semester you expect to graduate \_\_\_\_\_

Describe campus activities

Describe paid or volunteer work experience within the past three years

Special skills, interests, hobbies

Plans following graduation

Long Term Plans

Why did you choose to go into social work?

In what three agencies are you interested in doing field placement? Specify the reasons you have interest in these agencies or settings.

What do you perceive your role to be? What do you think you will be doing in those agencies?

What courses have you had to prepare you for placement at these agencies?

What do you see as your strengths? Your weaknesses?

Describe your ability to work effectively with others, especially those who are different.

What are your personal expectations of and goals for your field placement? Include any specific limitations and/or preferences which concern you.

Accumulative Grade Point Average \_\_\_\_\_

Grade Point Average in Social Work Courses \_\_\_\_\_

I consent to this application being released to the field instructors and agencies at which I will interview and be considered for field placement. I understand the field coordinator will share relevant and sometimes sensitive personal and educational information about me with the field instructor and agency for the purpose of securing an appropriate educational experience.

I do hereby acknowledge that I have provided accurate and truthful information about myself in this field application.

Date \_\_\_\_\_ Student's Signature

Date of Interview with the Field Coordinator

These agencies have been approved for interview:

Date \_\_\_\_\_ Signature of Field Coordinator \_\_\_\_\_

**Student Educational Needs Assessment**  
***(Appendix B)***

NAME: \_\_\_\_\_

APPLYING FOR: SCWK 4450 \_\_\_\_\_ SCWK 4552 \_\_\_\_\_

DATE: \_\_\_\_\_

PLACEMENT FOR: FALL \_\_\_\_\_ SPRING \_\_\_\_\_

Below you will find brief statements describing knowledge, skills, or values which are expected of the beginning generalist social work practitioner. Use the rating scale continuum to evaluate your own educational needs at the present time. After you circle the number you deem appropriate, briefly explain your choice.

1. To demonstrate awareness of a professional value system in verbal and written interchange

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

2. To demonstrate in interaction the acceptance of the rights of individuals and groups who have different physical characteristics, different beliefs, different lifestyles or different cultural background than self.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

3. To demonstrate respect for the rights of privacy and confidentiality.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

4. To demonstrate respect for each person's right to share in society's resources.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

5. To demonstrate beginning understanding of human interaction in social relationships.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

6. To be able to identify the dynamics of given situations and to be able to evaluate their significance to the functioning of focal systems.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

7. To be able to recognize the function of both formal and informal systems and to be able to interact with each in a way that meets desired goals.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

8. To be able to demonstrate an understanding of how society's institution's impact both positively and negatively, the functioning of individuals, families, small groups and large groups.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

9. To be able to demonstrate engagement (presentation of self as helper) skills.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

10. To demonstrate ability to establish working relationship with client system.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

11. To demonstrate effective verbal and non-verbal communication skills.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

12. To demonstrate effective written communication skills.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

13. To demonstrate an understanding of the generalist social work approach and an ability to work within a specific model.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

14. To be able to demonstrate advocacy skills and to demonstrate the ability to offer those skills to the most powerless populations.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

15. To demonstrate skill in linking clients with appropriate resources.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

16. To be able to recognize conflict with and between systems and to facilitate its resolution.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

17. To demonstrate the ability to develop and evaluate new resources as a response to assessed needs.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

18. To be able to demonstrate assessment of problem skills.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

19. To be able to demonstrate data collection skills.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

20. To be able to show ability to negotiate agreements with client systems regarding specific tasks completion.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

21. To be able to recognize necessary factors in selection and development of action systems.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

22. To be able to demonstrate the ability to evaluate own efforts at skilled intervention.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

23. To demonstrate ability to identify organizational policy and structure both formal and informal.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

24. To demonstrate skills for developing and modifying agency policy as a response to commitment to quality social service delivery.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

25. To demonstrate awareness of own opportunity to affect policy for the benefit of the client system.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

26. To demonstrate a knowledge of existing resources.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

27. To demonstrate the ability to identify appropriate resources in specific situations and to make the indicated referrals in a skillful manner.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

28. To exhibit knowledge of the interactional nature of the social service agencies both within the social service community and the larger community.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

29. To demonstrate professional integrity as a sanctioned member of an agency staff.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

30. To be able to assess own development of social work competencies in a skillful manner.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

31. To be able to evaluate, whether goals set and methods of intervention chosen have been effective.

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

32. To demonstrate an interest in continued learning that recognizes the impact of constant change in society upon the knowledge base available to social workers

Very Unable 0 1 2 3 4 5 6 7 8 9 10 Able

Explanation

## Agency Information Form (Appendix C)

Year \_\_\_\_\_  
 Name \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Agency Director \_\_\_\_\_  
 Contact Person \_\_\_\_\_ Phone \_\_\_\_\_  
 Field Instructor \_\_\_\_\_ Phone \_\_\_\_\_  
 Field Supervisor \_\_\_\_\_ Phone \_\_\_\_\_  
 (Person designated by agency to provide Social Work supervision) \_\_\_\_\_

1. The field practicum program places senior undergraduate students. Please indicate the number of students your agency could accommodate: \_\_\_\_\_
2. Do you have any placement opportunities for evenings or weekends? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes please describe and note hours \_\_\_\_\_
3. Do you have any financial resources available to practicum students? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, please check:  
 Stipends \_\_\_\_\_ How many? \_\_\_\_\_ Amount \_\_\_\_\_  
 Work Study \_\_\_\_\_ How many? \_\_\_\_\_ Amount \_\_\_\_\_  
 Other \_\_\_\_\_ How many? \_\_\_\_\_ Amount \_\_\_\_\_
4. Is your agency accessible to students with disabilities? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Transportation:  
 Are students required to use their own cars? \_\_\_\_\_  
 Are students reimbursed for their own car use? \_\_\_\_\_
6. Please specify any meetings or seminars that students are **REQUIRED** to attend and when these are scheduled \_\_\_\_\_
7. Client population: Age range \_\_\_\_\_  
 Economic status \_\_\_\_\_  
 Ethnicities: Asian American \_\_\_\_\_ African American \_\_\_\_\_  
 Hispanic American \_\_\_\_\_ Native American \_\_\_\_\_ Other \_\_\_\_\_
8. Please check the specific focus of the agency program and services:  

_____ Aging	_____ Chemical Dependencies
_____ Child Welfare	_____ Mental Health
_____ Developmental Disabilities	_____ Criminal Justice
_____ Rural Health	_____ Family Services
_____ Health/Medical	_____ School Social Work
_____ Multi-ethnic Training	_____ Juvenile Justice
_____ Women & Mental Health	_____ Physical Disabilities
_____ Other, please specify _____	
9. Please describe your agency and the available practicum experiences, including primary intervention methods, community and organizational services, practice methodologies, geographical area served, and funding sources: (complete on back of form)

Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Please attach resumes of field instructors, field supervisors, and agency brochures or informational material.

**Field Instructor Information**  
*(Appendix D)*

Name \_\_\_\_\_  
Agency \_\_\_\_\_  
Degree \_\_\_\_\_ MSW \_\_\_\_\_ BSW \_\_\_\_\_ Other (specify) \_\_\_\_\_  
University/College \_\_\_\_\_  
Location \_\_\_\_\_  
Licensed in Texas \_\_\_\_\_ LCSW \_\_\_\_\_ LMSW \_\_\_\_\_ LBSW \_\_\_\_\_ IPR \_\_\_\_\_

Other Licensure or Recognition \_\_\_\_\_

Years of experience in social work \_\_\_\_\_

Years of experience in field supervision \_\_\_\_\_

What specific practice experiences are available at your agency?

Describe the type of clients seen at your agency, including race/ethnicity, gender, sexual orientation, socio-economic status, disability.

## Student Statement of Agreement

### *(Appendix E)*

Prior to beginning a field placement, all students are expected to know the contents of the current Social Work Field Instruction Manual. Students are requested to sign the following statement to that effect:

I have read and understand the contents of the Social Work Field Instruction Manual, including the specific items listed below:

1. The process for securing a field instruction practicum
2. The integration of fieldwork with coursework
3. Attendance and participation expectations
4. A weekly log of agency hours and a description of activities and tasks
5. The evaluation and grading process
6. The differences between first semester and second semester expectations
7. The time frame for turning in goals and objectives (SCWK 4450) & the Learning Contract (SCWK 4452)
8. The differing roles and responsibilities of the Field Coordinator, the Field Instructor, and the Field Supervisor
9. Special situations: changes in field practicums; the procedure for termination & discontinuance; and the grievance procedure
10. NASW Code of Ethics

**YOU ARE ELIGIBLE FOR FIELD INSTRUCTION WHEN YOU UNDERSTAND THE  
AFOREMENTIONED AS EVIDENCED BY YOUR SIGNATURE.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Student Agreement (Appendix F)

In consideration of enrollment in SCWK 4450 or 4552, (Field Instruction I & II), I understand and agree to abide by the following responsibilities in order to fulfill field education requirements:

1. Upon acceptance of the field placement to assist in the adjustment to that agency by providing information on my background, experience, interests and goals for this learning experience.
2. Assume all costs incurred while taking this course, including transportation and malpractice insurance. If I have arranged a field placement outside Abilene for my personal convenience, I understand I will be expected to reimburse the Department at the University mileage rate for each agency visit by the Field Coordinator.
3. Be punctual and demonstrate mature behavior within all agency activity regarding regular and/or emergency tasks as assigned by my field instructor, including maintenance of records and reports.
4. Wear appropriate attire within the agency and for assigned activities.
5. Conduct myself in a manner that demonstrates adherence to professional ethics and values and my awareness of my role as a representative of the social work profession, the agency and Hardin-Simmons University.
6. Submit all written assignments to field instructor and/or university faculty on time and in neat form, as directed for each assignment.
7. Keep a log of agency/seminar activity.
8. Notify agency if unable to report for work and arrange with field instructor to make up absence.
9. Participate with the field instructor and university faculty in on-going and planned evaluations of my performance and level of professional skill development.
10. Participate in the on-going seminar to demonstrate integration of *"knowing" and "doing."* I understand that attendance in seminar is required: that I am responsible to personally notify the leader if illness prevents my attendance: that I may be asked to document illness: that I can be administratively terminated following the third absence.
11. Accept the responsibility to seek clarification from Agency field instructor, University field coordinator, University faculty or any other professional or support staff involved in my field education, concerning learning expectations and to schedule a conference to mutually plan appropriate educational activities.
12. Attend at least three meetings or events per semester of NASW and Social Work Club.
13. Maintain active participation in professional social work activities i.e. community workshops, committee work, other professional social work activities.
14. Maintain accurate records of time worked in the agency and be responsible for completion of the required fifteen week commitment at 14 hours per week during the Fall and 16 hours per week in the Spring semester.
15. Be involved in on-going self-evaluation in order to fully develop personal and professional growth and identification with the social work profession. This

includes maintenance of records of supervision, progress notes related to personal learning goals, and the safe-keeping of evaluation documentation.

16. Release of information between the University Field Coordinator and the Agency Field Instructor related to my performance in the agency, background checks, drug screens and other information that impacts my ability to perform as a field student in the agency.

I understand that failure to comply with the above may result in my being denied continued placement within the agency and/or my receiving an incomplete or failing grade. I understand that it is my responsibility to seek clarification of expectations, both in the agency and in the integrative seminar.

Date \_\_\_\_\_ Student Signature \_\_\_\_\_

## Agency-University Agreement

### (Appendix G)

This agreement is to recognize the cooperative nature of field placement between The Social Work Department of Hardin-Simmons University and the agencies who accept our students for the practicum experience.

Agreement between:

Department of Social Work  
Hardin-Simmons University  
HSU Box 16218  
Abilene, Texas 79698  
and

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Responsibilities of the University's Social Work Department

The University will:

- Provide the Agency with a field instruction manual which states the objectives and policies of the Social Work Department and the content of the field placement courses.
- Provide the Agency with information about the student's academic background, work and volunteer experience, learning goals for field instruction, and career goals, as well as personal interests and skills.
- Cooperate with the Students and the Agency to assign student(s) and to set the direction for learning goals and objectives. (The Agency makes the final decision regarding acceptance of a student.)
- Provide performance evaluation forms for students, to be completed by the Agency Field Instructor at mid-term and at the semester's end.
- Provide a field coordinator for on-going assessment/consultation with the Agency Field Instructor regarding the student's progress.
- Provide at least one workshop per semester and a monthly seminar for Field Instructors and University Faculty to review goals and objectives, plan for any needed changes and to enhance the professional interactions between Agency and Faculty personnel. C.E.U.'s will be given to meet the criteria of the Texas State Board of Social Worker Examiners.
- Provide a weekly seminar on campus for all field placement students to integrate the field experience with previous course content.
- Assume the responsibility for evaluating the overall performance of the student and assigning the semester grade in consultation with the field instructor.
- Assume the responsibility for final approval of all Agencies and Field Instructors participating in the field placement component of the Social Work Department.
- Observe rules of confidentiality as understood within the framework of social work education in all matters related to field instruction

Responsibilities of the Agency

The Agency will:

- Provide a Field Instructor who meets the qualifications defined by the University in accordance with standards set forth by the Council of Social Work Education.
  - Grant the Field Instructor the necessary time to fulfill responsibilities as defined in this

agreement and in the manual, including time to attend the monthly University seminars for Field Instructors and,

- Agree to provide a work area and appropriate resources to enhance the student's learning.

The Field Instructor will:

Be available to the student to provide on-going evaluations of her or his field experience in accordance with Agency standards for supervision. At least one hour per week will be scheduled to evaluate performance and assess learning goals.

Complete the written evaluation of the student's performance at mid-term and semester's end and participate in the formal evaluation process and,

Plan work tasks to meet learning objectives and coordinate those experiences for the student(s) that will:

- meet the educational goals and objectives.
- enhance the student's knowledge of the social work profession and the development of skills required for the generalist practice of social work.
- orient the student to the overall purpose and function of the agency and to the client population and the full range of services provided by the agency.
- orient the student to other systems which are involved in service provision for clients.

\*Should a student demonstrate continuing problems adapting to the Agency expectations, the Field Instructor will notify the Field Coordinator and consult together regarding the conditions of continued placement.

- Attend Field Instructor training and monthly University seminars for Field Instructors. The Agency is vital to the Senior Social Work student's learning experience. The Agency Field Instructor plays a key role in the practical education of these students. The University recognizes the interdependent relationship on behalf of the Department and the students. Both the Agency and the University enter into this agreement with the intention of cooperating with the other in meeting the educational needs of the Student and fulfilling the conditions of this agreement. Each agrees to promote the interests of the profession of Social Work as well as the functions of the Agency within the community.

For the Agency

\_\_\_\_\_  
Title Date

\_\_\_\_\_  
Title Date

\_\_\_\_\_  
Title Date

For the University

\_\_\_\_\_  
Director of Field Education Date

\_\_\_\_\_  
Director, Social Work Department Date

\_\_\_\_\_  
Vice President, Academic Affairs Date

## Class, Work and Field Instruction Schedule (Appendix H)

Name \_\_\_\_\_ Agency \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Phone \_\_\_\_\_

Time	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Agency \_\_\_\_\_

## Goals and Objectives Chart (Appendix I)

Social Work Core Competenc	Goals	Objectives	Resources
1. Professionalism & Ethics (2.1.1,			
2. Diversity, Social Justice & HBSE(2.1.4, 2.1.5 & 2.1.7)			
3. Research & Critical Thought (2.1.6, 2.1.7)			
4. Policy and Responding to Contexts (2.1.8			
5. Helping Process (2.1.10a-d)			

**Helpful Language:** Develop, Increase, Decrease, Create, Expand, Maintain, Attain, Adapt, Produce, Promote, Practice, Assess, Apply, Distinguish, Analyze, Compare, Demonstrate, Recognize, Gain, Advocate, Engage, Utilize, Critique, Provide, Collect, Facilitate, Participate

## **Student Log Assignment (App. J)**

Weekly student logs are an integral component of the intern learning process. Logs promote professionalism by requiring students to plan the best use of weekly supervision time and to prove accountability for time and effort spent at their field placements. An equally important function of the field log is to promote critical thinking and self-reflection as the intern begins to integrate the knowledge, values and skills acquired in their academic courses with their on-site field practice (successes, dilemmas and everything in-between). Although each student should follow the basic log format and must reference each core competency at least twice throughout the course of the semester, it is important to note that the log should otherwise be largely free-form in order that each student may utilize the assignment in the manner that best suits her or his processing needs.

### Objectives

1. To help the student organize his or her own thinking about the learning experience as an intern in field practice.
2. To connect student practice in the field to the competencies and practice behaviors learned throughout the Social Work curriculum.
3. To communicate activities and experiences with the field instructor and coordinator.
4. To serve as a record of progress in achieving personal goals and general field objectives.

Your log will be submitted each week. It should be complete and accurate; it may be handwritten if your writing is legible and neat. The activity section of the log must be shared with your field instructor, and signed by them prior to seminar. Maintain your log in a folder, adding each new one to the front of the past weeks' logs after it has been commented upon and returned to you. Always bring this folder to any conference.

### Grading

The instructor will read and comment on each log as it is submitted and give it back at the following seminar. Each week the log is due during the seminar. Late logs will be for feedback but not for credit. A total of fifteen logs are due per, semester (fifteen points each). Logs determine 15% of your final grade and will be graded on the basis of:

- (1) Evidence of growth and learning. This should be apparent via your content and process of the week's supervisory conference and new learning.
- (2) Evidence of integration of the social work core competencies with agency services.
- (3) Adherence to the prescribed form, communication skills and completion. Points will be taken off for lack of effort, clarity, signatures, etc.

***Refer to the attached pages for the format.***

**Sample Log**

Total Cumulative Hours \_\_\_\_\_

Log # \_\_\_\_\_

Name \_\_\_\_\_ Week of \_\_\_\_\_

Agency \_\_\_\_\_

**Part I: Supervision Agenda**

List and/or description of supervisory needs for the week. Example Below.

- My insecurity about what I said when Client Doe confronted me last week.
- In Case X is there an ethical dilemma between what the involved agencies are planning for the client?
- Is it okay that the client is not involved in the planning?
- I am having a hard time honoring Client Z's right to self-determination and feel conflicted loyalties. This wonderful family has plans for the future & appropriate coping strategies vs. Client Z's depression & desire to die alone without family or agency involvement?
- What about the grief process?
- Client denial?
- Protecting clients from themselves?
- Ideas and resource availability for upcoming research project?
- Uncomfortable incident with co-worker.

**Part 2: Activities**

Date:	Hours:	Activity:
	8/29	9:00-10:30 Orientation
		10:30-12:00 Tour of Agency
		1:00- 2:00 Reading Policy and Procedure Manual
8/30	9:00-12:00	Orientation
	1:00- 2:00	Observed intake
		_____Total Weekly Hours

As the supervisor for the above-named, I can confirm that the activities and supervisory agenda detailed above was completed by the student prior to this week's supervision time, was addressed in supervision and is accurate to the best of my knowledge at this time.

Field Instructor Signature: \_\_\_\_\_

**Part 3: Reflections on New Learning** (Due Sundays 5:00 pm)  
*(Field Instructor does not review this section)*

Log # \_\_\_\_\_

Name \_\_\_\_\_ Week of \_\_\_\_\_

- Observations:** What did you notice in Field this week? (*I saw, I heard, I noticed...*)
- Experiences:** Where did you go? What did you do? With whom did you communicate?
- Responses:** What were your emotional, intellectual, analytical, social, spiritual and practical reactions to your Field observations and experiences this week?  
 (*I felt, I thought, I sensed, I decided, I realized, I did*)
- Roles:** Which Social Work roles did you inhabit this week? (broker, advocate, teacher, case manager, workload manager, staff developer, administrator, social change agent, supportive guide, professional)
- Skills, CCs and PBs:** What practice skills, core competencies (**at least 2**) and practice behaviors did you utilize this week?

\*\*Students should use the Social Work Skills sheet and the comprehensive list of Core Competencies and Practice Behaviors to ensure that their language choice is relevant and professional. For example, this sentence, *“This week I increased my assessment skills when I administered the agency’s psycho-social assessment. Because the client was a little shy, it was necessary for me to use my rapport building skills as well.”*, is much more appropriate than this one: *“This week my people skills really got better when I did paperwork with one of the clients. I think she really liked me.”*

## Agency Paper (Appendix K)

The Agency Analysis Paper and Presentation requires students to be able to act as professional representatives of their respective agencies and to utilize agency materials and staff to research and accurately provide agency information to their peers/colleagues. An agency paper should address the following:

1. Mission Statement & Purpose
2. History & Funding
3. Bureaucratic structure
4. Services offered. Identify for each:
  - a. The criteria for receiving service
  - b. Who (by role) provides each service
  - c. Who (by role) is accountable for the quality of service
  - d. The process of accountability
  - e. Describe the client population in your agency
5. Client demographics: race, gender, age, religion, socio-economic
6. Client types: Voluntary or involuntary Fee paying? If not, how are services funded?
7. Policy Considerations (regulatory laws, agency policies, agency policy creation, affiliations/accreditations)
8. Social Work Intern role in the agency.
9. Perspectives, Theories, Models used by agency.

\*\*Students will represent their agencies at a corresponding agency fair held during the integrative seminar. All presenters should be prepared to give a brief, but thorough, overview of their agencies and to field questions from colleagues and community members about the agency and services offered. Professionalism, creativity, and relevance need to be considered and will be a part of your presentation grade. **Questions to consider: Who is your audience, what info will be most useful to them, how will you get their attention, what will they walk-away with?**

## HSU Fall Field Evaluation (Appendix L)

Student \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor \_\_\_\_\_ Telephone # \_\_\_\_\_

Agency \_\_\_\_\_ Address \_\_\_\_\_

Using the evaluation categories below, please evaluate the following student behaviors by placing the number or letter from the appropriate evaluative category in each behavior's corresponding assessment box.

1 – Superior

2 – Good

3 – Acceptable

4 – Marginal

5 – Poor

N – No opportunity to evaluate

Knowledge of Program	Mid	Fin	Notes/Comments/Examples
1. The student is able to describe agency structure.			
2. The student is able to describe agency staffing and division of responsibility within agency.			
3. The student understands the relationship of the parts (division of responsibility) to the whole.			
4. The student is aware of sources of funding for agency operations and budgetary decision making processes of the agency.			
5. The student understands the common methodologies of social work practice employed by professional employees of the agency.			
6. The student knows the general characteristics of the client population served by the agency.			
7. The student knows the referral resources most commonly used to aid clients of the agency.			
8. The student has demonstrated the ability to make appropriate referrals.			
9. The student has demonstrated the beginning ability to evaluate quality of service provided by the agency.			
10. The student has demonstrated the			

beginning ability to evaluate whether the goals for the service delivery are being met by the agency.			
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<b>Responsible Work Behavior</b>	<b>Mid</b>	<b>Fin</b>	<b>Notes/Comments/Examples</b>
11. The student has shown dependability in attendance and responsibility if circumstances prevent attendance.			
12. The student organized time well while at the agency.			
13. The student's personal appearance and dress are appropriate to their role in the agency.			
14. The student has demonstrated the ability to establish relationships with agency staff and professional personnel.			
15. The student has demonstrated the ability to identify and resolve, in an appropriate manner, any conflicts with agency staff and professional personnel.			
16. The student completes assignments in a timely fashion.			
17. The student demonstrates the ability to prepare written material as required by agency policy and/or field instructor.			

<b>Self-Awareness/Use of Supervision</b>	<b>Mid</b>	<b>Fin</b>	<b>Notes/Comments/Examples</b>
18. The student is able to describe feelings about and reactions to the agency's clients.			
19. The student is able to exercise conscious control of feelings and reactions in his or her contacts with clients.			
20. The student demonstrates an ability to be self-critical and identify areas of social work practice in which improvement might be made.			
21. The student demonstrates ability to change behavior to achieve greater effectiveness with clients in light of self-awareness or supervisory feedback.			
22. Student demonstrates ability to accept constructive criticism and suggestions for improvement of skills/attitudes.			
23. Student demonstrates initiative in the conduct or acceptance of responsibility with the agency.			
24. The student demonstrates enthusiasm for the field			

experience.			
25. The student demonstrates ability to ask pertinent questions and seek information about clients and functioning/processes of the agency.			
26. The student has shown the ability to critically examine the field experience.			

<b>Skills/Purposeful Interaction</b>	<b>Mid</b>	<b>Fin</b>	<b>Notes/Comments/Examples</b>
27. The student is able to identify values underlying agency policy.			
28. The student is able to identify values in the decision of other worker's conduct of practice activity with clients.			
29. The student demonstrates social work values in his or her attitudes toward agency's clients.			
30. The student exemplifies social work values in his or her behavior in contacts with clients.			
31. Student demonstrates sensitivity to client's diversity and difference in lifestyle/culture.			
32. Student is able to identify value conflicts in practice, agency operation, and in community/agency relationships.			

<b>Skills/Purposeful Interaction</b>	<b>Mid</b>	<b>Fin</b>	<b>Notes/Comments/Examples</b>
33. The student has demonstrated the ability to accurately observe and report client system interaction.			
34. The student has demonstrated an ability to actively listen to clients.			
35. The student is able to establish a working rapport with clients.			
36. The student is able to establish goals for working with agency's clients.			
37. The student is able to record accurately and professionally in accordance with agency norms.			
38. The student has demonstrated skills in interviewing clients and the conduct of purposeful interaction with clients.			
39. The student has demonstrated the ability to identify steps in the problem resolution process used by workers in the agency.			

## Theory Paper Guidelines (App M)

The Theory Paper is an opportunity for students' to demonstrate use of critical thinking skills to apply, analyze and evaluate the use of theory in social work practice through the lens of a particular client/client system in the field placement setting.

### 1. Knowledge & Comprehension

- Define social work (including mission and values).
- Define generalist practice and discuss the utilization of generalist practice in the field placement setting.
- Compare and contrast the terms framework, perspective, theory and model in social work practice.

### 2. Application & Analysis of Theory (Application & Analysis)

- Select a client or client system and briefly describe the client's presenting concern and psychosocial situation (physical, cognitive, social-emotional and environmental strengths and limitations).
- Define, describe and apply 3 theories from the HSU theoretical framework to this case.
- Define, describe and apply 1 theory (not from the HSU theoretical framework) to this case. (Examples: Feminist Theory, Intersectionality Theory, Existential Theory, Family Systems Theory)
- Define and describe at least 2 of the HSU theories that seem less appropriate for this particular case. (Due to the theories' limitations and criticisms)

### 3. Synthesis and Evaluation

- Based on one of the theoretical perspectives applied to the case, create an intervention plan.

## Case Paper & Presentation Guidelines (Appendix N)

The Case Paper and Presentations are comprehensive assignments in which students present and analyze client systems from their caseloads through the lenses of ethics, critical thinking, diversity social justice, research, policy, theory, and the helping process. Students assess not only their own client systems but also provide feedback for their peers, a process which increases awareness about various service plans, programs and clients served across the spectrum of agencies providing generalist practice social

1. **Agency Description**
  - Clients served
  - Scope of services
2. **Data Collection**
  - Client Demographics (gender, race, ses, age, ability, sexuality, nationality, religion)
  - Client Presenting concern (including Frequency, Severity, Duration)
  - Other relevant info from all available sources of information.
3. **Assessment (Individual) (Bio-psycho-social-spiritual)**
  - Strengths/Resources
  - Limitations/Barriers
  - Motivation, Capacity, Opportunity for Change
4. **Assessment (Microsystems/mesosystems)**
  - Strengths/Resources
  - Limitations/Barriers
  - Motivation, Capacity, Opportunity for Change
5. **Assessment (Exosystem and Macrosystem)**
  - Strengths/Resources
  - Limitations/Barriers

\*\*\* Consider the identities/layer of culture identified in demographics section
6. **Planning, Intervention, Evaluation & Ethics**
  - Demonstrate the use of theory and practice-informed research to create an intervention plan for this client, including how the intervention will be evaluated for effectiveness and any ethical concerns that require consideration in this case.

## **Self-Evaluation Paper Guidelines** *(Appendix O)*

The Self Evaluation Narrative requires students to reflect on their unique reactions to the field experience at their agency. It is a culmination of all of the new learning documented in the weekly student logs. Whereas the logs provide consistent, real-time reflections, the narrative allows the student to take a step back and reflect on the “big picture” arc and themes which then can inform goal-setting for SCWK 4452.

### **Self-Awareness**

Identify the positive and negative influences you have experienced during your field experience and describe how they impacted your learning

1. University
2. Integrative Seminar
3. Agency
4. Personal Support System

\*Be careful to identify specific structures and levels of support from various individuals/resources in each of the above areas. Where appropriate, utilize theory to describe your interactions.

### **Professionalism**

Utilize the Needs Assessment tool, Learning Contract, Evaluation, Logs, Cases, Supervisory sessions and seminar participation to identify:

1. Specific practice behaviors which you feel you have developed to a high degree of competence.
2. Specific practice behaviors which you feel you need to focus on for your second field experience.

### **Future Planning**

1. Describe your priorities and plan for achieving continued growth in your areas of weakness as a professional.
2. Describe your priorities and plans for continuing to progress and challenge yourself in your areas of strength as a professional.

\*Be careful to identify specific structure and/or support which you may need from the field coordinator and field instructor to fulfill your commitment and to complete the demands of the field placement.

## Spring Field Instruction Evaluation (Appendix P)

Student \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor \_\_\_\_\_ Telephone # \_\_\_\_\_

Agency \_\_\_\_\_ Address \_\_\_\_\_

This evaluation tool will be an important indicator of the student's performance in the course and will become a part of her/his permanent file. Please rate the student's demonstrated performance relating to each of the following criteria. Place a number 1 to 6 beside each criterion based on the following scale.

- |                |                                |
|----------------|--------------------------------|
| 1 - Superior   | 4 - Marginal                   |
| 2 - Good       | 5 - Poor                       |
| 3 - Acceptable | N - No opportunity to evaluate |

### Development of Professional Self and Ethical Practice

Values and Ethics	Mid	Fin	Notes/Comments/Examples
1. Demonstrates respect & concern for all people.			
2. Maintains non-blaming attitude toward clients.			
3. Refrains from imposing his or her own values on others.			
4. Permits client self-determination.			
5. Demonstrates receptivity to new ideas.			
6. Demonstrates ability to tolerate ambiguity in resolving ethical conflicts.			
7. Makes ethical decisions by applying standards of the NASW Code of Ethics and/or IFS.			

Self-Awareness	Mid	Fin	Notes/Comments/Examples
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8. Recognizes her or his own feelings and attitudes.			
9. Manages his or her own feelings and attitude appropriately.			
10. Uses self-discipline in interactions.			
11. Recognizes his or her own challenges/areas of improvement.			
12. Seeks help when needed.			
13. Recognizes his or her own areas of strength/competence.			
14. Accepts and utilizes professional feedback.			

<b>Professional Skills</b>	<b>Mid</b>	<b>Fin</b>	<b>Notes/Comments/Examples</b>
15. Distinguishes between personal, professional, agency and student roles.			
16. Applies conceptual and theoretical frameworks, research evidence, and practice techniques from academic courses to practice			
17. Participates actively in supervision and consultation with the field instructor.			
18. Organizes and completes tasks efficiently and effectively.			
19. Actively seeks new learning experiences.			
20. Expresses, defines and redefines her or his own learning goals.			
21. Demonstrates ability to transfer learning across arenas.			
22. Demonstrate ability to clearly communicate feelings and/or ideas in verbal, non-verbal and written forms.			
23. Applies strategies of ethical reasoning when making practice decisions.			
24. Advocates for client access to the services of			

social work.			
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<b>Helping Process: Working With Client Systems Assessment</b>	<b>Mid</b>	<b>Fin</b>	<b>Notes/Comments/Examples</b>
25. Determines necessary information for assessment.			
26. Actively seeks needed information.			
27. Accurately assesses the client's capacity and desire for change.			
28. Identifies strengths and limitations affecting potential for change			
29. Formulates explicit assessment statements and can document his or her assessment in a professional manner.			
30. Considers constraints present on personal, interpersonal, cultural and environmental levels.			

<b>Intervention</b>	<b>Mid</b>	<b>Fin</b>	<b>Notes/Comments/Examples</b>
31. Establishes, clarifies, maintains, and manages effective helping relationships with clients.			
32. Maintains client confidentiality			
33. Assists client systems to clarify their own focus, goals and roles.			
34. Formulates realistic goals and intervention plans with the client system.			
35. Is able to distinguish between personal reaction to client system and professional responsibility.			
36. Maintains a professional response to hostile, aggressive or otherwise troublesome client behavior.			
37. Is able to start where the client system perceives the concern/need.			
38. Is able to provide practical support to client system when appropriate.			
39. Demonstrates appropriate expressions of empathy.			
40. Recognizes and responds appropriately to verbal and non-verbal communication.			

41. Recognizes incongruence between verbal and nonverbal communication when present.			
42. Demonstrates interventive techniques such as clarifying, reinforcing, confronting, etc.			
43. Works with individual, groups, organizations outside the client system to intervene/plan for change.			
44. Acts as an advocate for a client system where appropriate.			
45. Demonstrates professionalism when discussing a case.			
46. Prepares the client for termination.			

<b>Functioning Within Agency</b>	<b>Mid</b>	<b>Fin</b>	<b>Notes/Comments/Examples</b>
47. Demonstrates an understanding of agency policy and services.			
48. Makes appropriate use of agency resources for client system as well as own learning.			
49. Demonstrates understanding of agency procedures to provide service.			
50. Complies with agency's method for recording.			
51. Participate appropriately in agency meetings.			
52. Demonstrates an ability to relate appropriately to support staff as well as other agency professionals.			
53. Analyzes, formulates and advocates for policy changes needed to promote social, environmental, and economic justice.			
54. Collaborates with colleagues and clients to change policies when applicable.			

<b>Community Involvement, Social Justice and Changing Contexts.</b>	<b>Mid</b>	<b>Fin</b>	<b>Notes/comments/Examples</b>
55. Demonstrates an understanding of the forms and mechanisms of oppression/discrimination.			

56. Demonstrates ability to utilize knowledge of community structure, culture and dynamics (especially those that oppress, marginalize, alienate OR create/enhance privilege and power) to evaluate service needs within a specific population and advocate for social, environmental and economic justice.			
57. Recognizes own attitudes about agency goals for service delivery.			
58. Utilizes local resources to provide services for agency clientele including making referrals.			
59. Recognizes limitations of local agencies regarding policy and practice.			
60. Considers steps to evaluate and change agency policies and practices that require change.			
61. Acknowledges, examines and adapts to changing locations, populations, methods and trends in practice, science and society.			

## **Narrative Evaluation**

Briefly describe the following:

1. Specific tasks and responsibilities undertaken by the student.
  
2. Student's effectiveness in working with clients and dealing with resource people.
  
3. Student's ability to conduct research as guided by practice and employ scientific inquiry to inform practice.
  
4. Student's use of supervision from field instruction.
  
5. Student's major strengths.
  
6. Student's areas for growth.
  
7. Student's potential for social work.
  
8. Additional comments.

Final Grade \_\_\_\_\_ Student \_\_\_\_\_ Field Instr. \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Major Integration Paper (Appendix Q)

The Major Integration paper requires student to utilize their weekly logs, learning contracts and intern practice experiences to evaluate growth in each of the ten core competencies along with the applicable practice behaviors put forth by CSWE.

In order to demonstrate a capacity to integrate and apply seminal Social Work knowledge and principles into the internship, students are asked to complete the following:

1. Define and introduce each of the 10 Core competencies of Social work
2. Expound upon the use of practice behaviors related to each competency in social work practice using examples from their internships.
3. Include texts, articles, agency documents and similarly useful literature to provide the academic weight needed to support your own personal experiences and conclusions.

\*Because the paper is integrative in nature, first-person may be used (however, it should not take away from the professionalism of the narrative.) The end of each paper should conclude with a reflective response to the following thoughts and questions

1. What you have learned about yourself?
2. What strengths and limitations have you learned about yourself as you enter the next season in your professional journey?
3. In which ways have you grown the most?
4. What else has your SW education provided to you?
5. How and where will you use these skills in the future and to what end--With which groups?
6. With these questions in mind consider and describe the current state of your relationship to the SW profession.

## Field Instructor's Evaluation (Appendix R)

Please rate the following items according to the way you experienced them in relation to your entire field instruction experience with an HSU student. Use the scale of 0-10, with 10 being the highest. Use NA for any item which does not apply to you.

1. Planning with field coordinator to place student:  
The field coordinator:
  - A. Make appropriate contact prior to placement
  - B. Provided adequate information about the student
  - C. Clearly identified expectations
  - D. Provided field manual, due dates
  - E. The student was appropriate in interview
  
2. Student readiness for placement:  
The student:
  - A. Was well prepared academically
  - B. Demonstrated behavior appropriate for the agency setting
  - C. Had an attitude conducive to learning within the agency
  - D. Was clear about expectations from the Social Work Program at HSU
  
3. Support from the University:
  - A. The coordinator returned my calls
  - B. The coordinator adequately tracked the students' progress with me
  - C. The expectations of my role during mid-term and final evaluations were clearly defined
  - D. The content of seminars was relevant
  - E. The structure of the assignments and field instruction activity was clear
  - F. The assignments and expected activity were relevant to social work practice in my agency
  - G. The contact hours for seminar attendance are useful for my continued certification
  - H. The overall concern of the coordinator for the student's learning is evident
  - I. The overall support of the coordinator for the field instructor's role is evident
  
4. Students response to learning within the agency:  
The student:
  - A. Was punctual and in regular attendance
  - B. Presented work on time and in appropriate form
  - C. Was able to utilize constructive criticism for own learning
  - D. Had a positive, constructive attitude
  - E. Made effort to relate to the professional and support staff
  - F. Is beginning to take on the role of a social worker

**Field Coordinator Evaluation**  
(Appendix S)

- Instructions:
1. Response Key: (1) Poor (2) Fair (3) Satisfactory (4) Superior (5) Outstanding (6) Not Applicable
  2. **MAKE ALL RESPONSES TO QUESTIONS 1 TO 20 ON ANSWER FORM**
  3. Students can make comments or answer specific faculty questions on the back of **ANSWER FORM**

**I. GENERAL RATING:**

\_\_\_\_\_ 1. How would you rate this professor in teaching ability?

**II. STRUCTURE AND CONTENT:**

A. To what degree were the course objectives?

\_\_\_\_\_ 2. Explicitly stated?

\_\_\_\_\_ 3. Adhered to?

B. To what degree was the grading policy?

\_\_\_\_\_ 4. Explicitly stated?

\_\_\_\_\_ 5. Adhered to?

\_\_\_\_\_ 6. Negotiable with student consent? (response key for this question) (1) not at all, (2) very little, (3) somewhat, (4) very much, (5) completely, (6) not applicable

C. To what degree do you feel the course reading materials?

\_\_\_\_\_ 7. Were relevant to stated objectives?

\_\_\_\_\_ 8. Were organized in a logical progression?

\_\_\_\_\_ 9. Were assigned in manageable quantity?

D. To what degree were minority perspectives?

\_\_\_\_\_ 10. Included in lectures and readings?

E. To what degree do you feel that examinations and evaluations were?

\_\_\_\_\_ 11. Relevant to assigned readings and/or class discussion.

**III. KNOWLEDGE AND EXPERIENCE**

To what degree

\_\_\_\_\_ 12. Did the professor exhibit comprehensive knowledge in the course areas?

\_\_\_\_\_ 13. Did the professor serve as a model of the social work profession?

**VI. STYLE OF TEACHING**

To what degree did the professor

\_\_\_\_\_ 14. Teach you to analyze issues effectively?

\_\_\_\_\_ 15. Encourage your development as a social work professional?

**V. ATTITUDES TOWARD STUDENTS**

To what degree

\_\_\_\_\_ 16. Was the professor available for advice and consultation?

\_\_\_\_\_ 17. Did the professor demonstrate respect for the integrity and maturity of the student?

**VI. RELEVANCE AND VALUE TO CAREER**

To what degree did this course

\_\_\_\_\_ 18. Contribute to your ability to perform as a social worker?

\_\_\_\_\_ 19. Increase or maintain your motivation and interest in becoming a social worker?

**VII. GENERAL STATEMENT**

\_\_\_\_\_ 20. Compared to other college courses you have had in general, how would you rate this course?

**VIII. COMMENTS:**

## Learning Contract Appendix T

Comp.	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
Profession alism	1. Advocates for client access to the services of SW			
	2. Practice personal reflection and self-correction to assure continual professional development			
	3. Attend to professional roles and boundaries			
	4. Demonstrate Professional demeanor in behavior, appearance and communication			
	5. Engage in career-long learning			
	6. Use supervision and consultation			
Ethics	7. Recognize and manage personal values in a way that allows professional values to guide practice			
	8. Make ethical decisions by applying standards of the NASW Code of Ethics and as applicable of the IF of SW/IASSW in SW Statement of Principals			
	9. Tolerate ambiguity in resolving ethical conflicts			
	10. Apply strategies of ethical reasoning to arrive at principled decisions			
Critical Thinking	11. Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge & prac wisdom			

	12. Analyze models of assessment, prevention, intervention and evaluation			
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues			
Diversity	14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power			
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups			
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences and view themselves as learners and engage those with whom they work as informants			
	17. View themselves as learners and engage those with whom they work as informants			
Social Justice	18. Understand the forms and mechanisms of oppression and discrimination			
	19. Advocate for human rights and social and economic justice			
	20. Engage in practices that advance social and economic justice			
Research	21. Use practice experience to inform Scientific Inquiry			
	22. Use research evidence to inform practice			

HBSE	23. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation			
	24. Critique and apply knowledge to understand person and environment			
Policy	25. Analyze, formulate, and advocate for policies that advance social well-being			
	26. Collaborate with colleagues and clients for effective policy action			
Context	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services			
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services			
Helping Process	29. Substantively and affectively prepare for action with individual, families, groups, organizations and communities			
	30. Use empathy and other interpersonal skills			
	31. Develop a mutually agreed-on focus of work and desired outcomes			
	32. Collect, organize and interpret client data			
	33. Assess client strengths and limitations			
	34. Develop mutually agreed-on intervention goals and objectives			

	35. Select appropriate intervention strategies			
	36. Initiate action to achieve organizational goals			
	37. Implement prevention interventions that enhance client capacities			
	38. Help clients resolve problems			
	39. Negotiate, mediate and advocate for clients			
	40. Facilitate transitions and endings			
	41. Critically analyze, monitor & evaluate interventions.			

## Process Recording Guidelines (Appendix U)

The purpose of this assignment is to give the student an opportunity to refine skills which begin to identify her or him as a professional Social Worker.

- It provides a tool to allow the student to increase awareness of self and client in relation to what happened (content) during the interaction and how each reacted (affect).
- It provides a tool to systematically record and evaluate one's work.
- It focuses on recognizing and communicating significant information related to the social work process.

Format for the Process Recording

### Identifying Data:

Student's Name:

Client's Name: (coded to disguise actual client)

Date of Interaction:

Date of Recording:

### Purpose of the Interaction

Why did this interaction take place and how does it relate to the case goals? What did you do to plan this interaction and how did you accomplish what you planned?

### Background Information

Referral source; physical condition of person(s) interviewed; cultural, racial, ethnic, socio-economic identity. How did these issues effect the interaction?

### Observations

Describe your general impression of the physical and emotional climate at the onset of the interaction. Describe the impact of these on yourself as well as on the client(s).

### Reflection

Write out the interaction exactly as you remember it to have occurred then reflect on your emotions and thoughts as you were experiencing them in the moment or as you experience them as you re-create the interaction. (This is why it is important to complete the process recording immediately after the selected observation).

### Sample

Interaction	Intern Feelings	Intern Analysis	Feedback
SW: How are you today? Client: Fine SW: Did you get that permission slip I asked for? Client: Nah SW: Ok, well when do you think you might be able to get it to me?			

Give a copy of steps 1-5 to your field instructor for his or her review/feedback and turn in by the end of the semester.

<b>Student's Name:</b> _____ <b>Field Instructor:</b> _____ <b>Field Agency:</b> _____ <b>Placement Year:</b> _____
--



## Student Evaluation of Field Experience

Students are to evaluate their Field Agency and Field Instructor at the end of the spring semester as the field placement is coming to an end. This information will be used to assist the Field Coordinator in making future field placement decisions and in providing training for Field Instructors.

Please circle the responses that best describe your field experience using the scales provided.

	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>1. My field agency...</b>				
a. provided a work environment that accepted and supported my field placement.	1	2	3	4
b. provided adequate resources for good learning (space, supplies, access to agency records).	1	2	3	4
c. provided orientation to the agency's mission, philosophy, goals policies and procedures.	1	2	3	4
d. reflected social work values.	1	2	3	4
e. provided my field instructor adequate release time for my field instruction.	1	2	3	4
<b>2. My field instructor...</b>	1	2	3	4
a. provided an orientation to the field placement.	1	2	3	4
b. took the time to inquire about my learning needs and style.	1	2	3	4
c. listened and accepted student feedback.	1	2	3	4
d. was accessible for discussion, questions, supervision.	1	2	3	4
e. allotted sufficient time for supervision and honored scheduled meeting with me.	1	2	3	4
f. demonstrated good professional social work knowledge.	1	2	3	4
g. assisted me to become part of the agency team.	1	2	3	4
h. provided adequate training in order for me to carry out assignments.	1	2	3	4
i. informed me of expectations regarding my performance.	1	2	3	4
j. provided diverse and challenging assignments and tasks appropriate for my level of practice.	1	2	3	4
k. honored my role as a student and supported completion of my learning contract.	1	2	3	4
l. kept me informed regarding case(s), changes in agency policies and procedures, schedules, appointments and meetings.	1	2	3	4
m. was effective in training and application of the NASW Code of Ethics	1	2	3	4

## Student Evaluation of Field Experience (Cont.)

n. was effective in providing information on and application of cultural competency.	1	2	3	4
o. was fair in his or her evaluation of my field performance.	1	2	3	4
p. maintained professional boundaries.	1	2	3	4
q. was effective as a supervisor.	1	2	3	4
<b>Were the following methods used in supervision?</b>				
a. Direct supervision by field instructor	YES			NO
b. Self report by student	YES			NO
c. Process recording	YES			NO
d. Audio recording	YES			NO
e. Video recording	YES			NO
f. Online, e-mail, IM	YES			NO
g. Telephone				
<b>Describe how supervision could be improved:</b> Comments/issues/concerns No comment				
<b>3. My field liaison/director...</b>				
a. Explained his/her role and responsibilities				
b. Provided me and my field instructor with his/her contact information				
c. Was accessible when consultation or assistance was needed				
d. Provided my field instructor and me with information/clarification on HSU's field policies				
e. Was fair in his/her intervention and mediation when there were issues between my field instructor and me				
f. <u>Recommendations for improvement</u> : No comment				
<b>4. Student Self-Rating:</b> Overall, I developed my capacity for professional social work in this placement				
	1	2	3	4
<b>5. Overall Field Experience:</b>				
Overall, how would you rate your field experience in this agency? Fair Good Excellent				Poor
<b>6. Would you recommend this agency to another social work intern?</b>	YES			NO
<b>7. A copy of this evaluation may be released to my field instructor</b>	YES			NO
<b>Comments:</b>				
<b>Student's Signature:</b> _____ <b>Date</b> ____/____/____				