



HARDIN-SIMMONS

U N I V E R S I T Y

Social Work Program Field Instruction Manual



FOREWORD

This Field Instruction Manual has been prepared for assisting social work students, faculty, and field instructors in understanding, policies and procedures governing the field instruction component of the Social Work Program at Hardin-Simmons University. This revision from August 2024 replaces and supersedes any earlier versions.

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SOCIAL WORK PROGRAM HISTORY, VISION, 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 1980s, HSU began 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 of 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 programs offer 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 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.

Vision

HSU Social Work will be a premier social work education program in West Texas, developing competent and effective social work professionals to meet the needs of individuals, families, groups, organizations, and communities, and to serve those who are the most vulnerable and oppressed in society.

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, economic, and environmental justice, dignity and worth of the individual, importance of human relationships, human rights; and scientific inquiry, and who are characterized by integrity, competence, and service; and,

- Produce leaders who advocate for changes in policy, resource development, and service delivery for the rights and justice of the most vulnerable and oppressed 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 student 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.
6. To grow the undergraduate social work program to better meet the increasing needs of society and develop innovative and adaptive methods of educating new social work professionals.

CRITERIA AND PROCESS FOR STUDENT PLACEMENT, AGENCIES, AND 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 a formal application to the university Director of Field Education during the semester *prior* to their anticipated agency placement. In addition to the *Application for Field Placement* (Appendix A) each student will complete the *Student Educational Needs Assessment* (Appendix B), the *Student Statement of Understanding* (Appendix E), and the *Student Agreement* (Appendix F). The student is responsible for getting these materials to the Director of Field Education and for scheduling an interview as outlined in the Practice III course assignment schedule. Students are encouraged to come to this meeting with clearly defined learning goals for the field instruction component. The conference time is then used to consider the learning needs of the student and the university's expectations of the field experience.

The students identify three appropriate agencies in which to interview from an agency list provided by the Director of Field Education. However, decisions about the 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 Director of Field Education to ensure that learning needs and work needs are clearly defined and that the accountability structure for each role is in place prior to placement.

Once three agencies have been approved by the university Director of Field Education, 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 Director of Field Education and provide notification of the students selected for field placement in order of preference.

The Director of Field Education 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 notifies the student to formally offer placement. The student can either accept or reject the 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/his commitment to the field instruction course: *Student Agreement* (Appendix F); and *Student Statement of Understanding* (Appendix E). The University and the Agency will sign an agreement regarding the role of each in the field education of the student: *Agency-University Agreement* (Appendix G). Final agreements for enrollment in SCWK 4450

should be completed prior to the Fall semester. Formal placement cannot begin until 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 (SCWK4450) 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 Director of Field Education, and must identify agencies of interest for SCWK 4552 at least two weeks prior to their final evaluation for 4450. The Director of Field Education 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 that 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 the 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 oversee 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 director, 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 the ability to teach students

*****In order to utilize agencies that provide services for under-served and vulnerable populations that do not have a professionally trained and licensed social 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 Director of Field Education.***

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 coursework 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 the 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 that 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/her own unique experiences and capabilities as applied in the field setting
- Integrate new learning into his/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 lifestyles, following the NASW Code of Ethics and meeting the CSWE Competencies and Practice Behaviors
- 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 the *Agency Information* form (Appendix C), and the *Field Instructor Information* form (Appendix D) to document the “credential 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 two years of 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, p 13), and professional social work supervision of the student in field placement.

AGENCY, STUDENT, AND UNIVERSITY ROLES

Agency Role: The role of the agency in field instruction is to provide the student with 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. The student must 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 respect for the knowledge base and a 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 the student’s field instructor. The field instructor’s role is to be an educator working with the student “*to practice and refine the nine core competencies of social work through the accompanying practice behaviors by applying the processes and theories learned in all previous social work course material for 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, the professional and supportive roles of the staff, the client population, and the 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 Director of Field Education 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 to enhance overall learning experiences and opportunities in meeting student learning needs. The agency field instructor maintains responsibility for the weekly supervision meeting 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/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. Participate 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 the development of 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 your own practice.

Social Work Program Role: The role of the Social Work Program is to provide the students 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 Director of Field Education has responsibility for:

1. Curriculum design and development of appropriate educational tasks.
2. Directing the Integrative Seminar.
3. Developing, collaborating, and presenting 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, teaching content from the professional foundation areas, and evaluating every aspect of field education.
5. Recruitment and decision-making regarding selection of agencies and field instructors for student placement.
6. Coordinating 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 the student’s performance, in consultation with field instructor.
12. On-going evaluation and development of the overall field component.
13. Working in consultation with the Social Work Department Chair, 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 social worker directly accountable to the agency. The field instructor works in collaboration with the University Director of Field Education 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. The student becomes aware of the client population's needs as served by the agency.

Content from the Introduction to Social Work course and the Social Welfare Policy class supports this understanding, as does the content from HBSE I and II. Content from Practice I, II, and Research becomes applicable as the student participates in agency activities and interactions with the field instructor and support staff. The Integration Seminar, conducted on campus by the Director of Field Education or designated faculty, is used to clarify understanding and to make formal connections between conceptual material and practice experiences. The student demonstrates her/his level of competency through weekly log entries which process the "*new learning*" experiences through discussions in the integrative seminar, 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, make assessments under the direction of the field instructor, set goals, and employ a plan for services. The student begins to provide services under the direction of the field instructor. As the student actively participates in service delivery, she or he completes detailed recordings of the activity. At about this same time, the Director of Field Education and the field instructor meet at the agency with the student for a mid-term evaluation, *Educational Learning Plan and Evaluation* (Appendix I). 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/he can 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 by assessing what personal learning goals need further attention using the *Student Educational Needs Assessment* (Appendix B). Recordings of work with clients are 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 to review the same areas as mid-term using the *Educational Learning Plan and Evaluation* (Appendix I). This provides the student with a visible assessment of the level of learning since mid-term.

The last written assignment is a self-evaluation paper using *Self-Evaluation Paper Guidelines* (Appendix O) to specifically assess the 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 knowledge and skills.

Integrative Seminar

The integrative seminar meets on campus each week for one and one-half hours and is not counted in the total placement time. Activity relates to the 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. The seminar relates course content to specific agency activity with a 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. Social work interns begin formal presentations about their agencies and cases within the agencies which generally coincide with agency mid-term evaluations. Shortly after mid-semester, group cohesion begins to develop which provides support. 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 include the Director of Field Education and students, utilize activities and exercises designed to assist the student in understanding how he/she learns, copes with stress, and deals with authority. Students use the rest of the semester to refine their understanding of 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 allow the senior social work student to reflect upon academics as one demonstrates actual performance in the field. The seminar is not a lecture-type class. The HSU Director of Field Education 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" oneself implies active participation in the learning process. This 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 and 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/his own practice. The format is similar in design to the first placement with the student increasingly becoming 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 *Major Integration Paper* (Appendix S). 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, and professional issues that might impact at any level.

The integration seminar increasingly becomes a forum for processing ethical dilemmas and applying critical thinking to practice situations. Before 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, all 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, and assisting those seeking graduate school placement in pursuit of a Master's degree in social work.

Evaluations follow the same procedure as in Field I (**SCWK 4450**) using the *Educational Learning Plan and Evaluation* (Appendix I), which rates self-awareness, identification with and commitment to the values and ethics of the profession, professional skills, working with client systems, functioning with 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 in 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. It also 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 Director of Field Education.

ORIENTATION TO THE AGENCY

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

1. Agency manuals, brochures, and flow charts which define purposes, procedures, and roles of staff members
2. Description of services provided by the 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 be decided upon during the orientation period:

1. Field placement schedule
2. Specific assignment of a workspace
3. Introduction to staff
4. Tour of the physical plant and instructions for use of telephone, fax, 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 the 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 a habit. Other ways to assist learning include:

1. Dialogue with the 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 completing 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. Exposing the student to the total social work process making sure to provide feedback about the student's performance
3. Assigning cases with potential for change to provide the student opportunities to develop intervention skills
4. Allowing 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 ongoing 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 to assess the student's ongoing progress toward student learning goals and objectives, social work competencies, and practice behaviors. During the weekly supervision (minimum of 1 hour required) the following will occur:

- The student is responsible for developing an agenda for each supervisory meeting defining how he/she expects to utilize the time. The field instructor may add to this agenda as needed to fully meet the above expectations.
- The field instructor reviews the activity section of the weekly log during 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 submits it to the university seminar leader. It is essential that the written work coming out of an agency accurately reflects the student's activity and the agency's function/role in the situation.

At mid-term and end of the semester the student, the field instructor, and the Director of Field Education will meet at the agency to evaluate the student's progress with both individual and program goals, which will be accomplished during fieldwork. Due to meeting all placement criteria students should advance through the field experience with minimum difficulty. Experience indicates the first three weeks of a new placement are the most stressful. The student will require more structure and support during this time. If for any reason the student is unable to continue through the field process as defined, the field instructor should inform the Director of Field Education, and both work with the student to assess the problem and the potential for successful completion of the placement. At mid-term and end of the semester the student, field instructor, and Director of Field Education will meet at the agency to evaluate the student's progress with both individual and program goals. 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 Director of Field Education
- In accordance with the field seminar assignment schedule, a mid-term evaluation meeting and a final evaluation meeting will be conducted at the agency with the Director of Field Education, the student, and the 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 part of their field placement

CSWE EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS 2022 SOCIAL WORK COMPETENCIES AND PRACTICE 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- Demonstrate professional 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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- Apply research findings to inform and improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individual, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use culturally responsive methods for evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

(CSWE - Council of Social Work Education, 2022)

Reference:

“2022 Educational Policy and Accreditation Standards.” *Council on Social Work Education (CSWE) - Accreditation*, [2022 EPAS | CSWE](#)

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 University 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 for developing a typical weekly schedule with the help of the field instructor which is due during the second class period, *Class, Work, and Field Instruction Schedule* (Appendix H). A copy should be given to the Director of Field Education and the field instructor. All schedule changes should be forwarded using the same procedure. The work pattern can be flexible but should include three consecutive half days of at least four hours each. The student is expected to set up an accepted 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 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 Director of Field Education 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 for them at 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 the agency are required regardless of agency, university, and personal holiday schedules.

ADDITIONAL POLICIES AND PROCEDURES

Employed Social Worker Field Practicum Option

On rare occasions, 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. This learning must be 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 fieldwork. 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 Director of Field Education 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 leading to student’s lack of 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 changes its administrative structure which creates a chaotic situation for the student and/or the changes adversely affect 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 professional, 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 is blocking their ability to achieve “goodness of fit” and enjoyment of field instruction.

Request to Terminate Field Practicum (Procedure)

1. The university Director of Field Education and the student discuss the problem. The student may have another member of the faculty present if desired.
2. The university Director of Field Education, 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 Director of Field Education of the difficulties. If a solution is not found within the agency a decision to terminate the placement is made by the agency-based field instructor in consultation with the university Director of Field Education.
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 social work practice in general, then the university Director of Field Education must be involved to review the situation to provide the student with due process and to develop further plans.**
4. The student and Director of Field Education determine whether or not replacement is advisable and if so, explore options for another placement. A decision to replace the practicum site is then made.

Procedure for Replacements

Replacement is initiated by the Director of Field Education who selects and facilitates the most suitable replacement. An interview with the new field instructor and agency is required. 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 Director of Field Education, and the new field instructor.

Administrative Termination of Field Practicum (Procedures)

A request for the consideration of termination from field may be initiated by the field instructor, the agency executive director, social work faculty, or the student. Administrative termination of the field practicum of any student enrolled in Field Instruction I or II may take place after consultation and approval of the Social Work Department Chair. The student is notified of the termination by the University Director of Field Education or Social Work Department Chair. ***In all cases, a written statement that documents the issues and/or concerns is to be prepared by the person initiating the action.***

At the request of an 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. To arrive at a resolution of the situation, a meeting will be held with, at minimum, the student, the field instructor, and the Director of Field Education. The student's advisor will be informed and may be included as appropriate. The purpose of this meeting is to ascertain the facts, 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 Social Work Department Chair. Serious obstacles to the student's learning in the agency may be addressed through a request for removal by the student.

The following steps would be taken:

- The student will discuss the situation with the field instructor
- If the issue remains unresolved the student will consult the Director of Field Education to discuss the issues and the rationale for the requested move
- If the matter is still not resolved, the Director of Field Education 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 allow all involved parties to voice their concerns, and to serve as a basis for decisions.

The Director of Field Education, with the student and the field instructor, will then proceed to make a decision on the matter. 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 Director of Field Education, 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 standards outlined in the NASW Code of Ethics. The students are also expected to adhere to the field agency's mission, purpose, and standard of conduct set in their agency's policies and procedures.

Attendance in the Field

Attendance in the field placement and the integrative seminar is mandatory. Per university policy, a student missing more than 25% of the class (three or more sessions) may not receive credit for the course. If a student has **two consecutive absences or exceeds 3 total absences or more within a given semester**, notification will be made to the student's "Circle of Care" to include student life representatives, other Social Work faculty, and other necessary involved parties not to exclude other faculty, coaches, and advisor.

Students are required to communicate in writing to the professor (s) of the affected classes of any absences prior to the time of class occurring. Excused absences will be at the discretion of the Social Work faculty teaching 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 Director of Field Education and Social Work Department Chair. Refer to the NASW Code of Ethics for complete information.

Academic Integrity & Professionalism

The field of social work requires students to develop rational and analytical skills to fully comprehend and engage in the knowledge, values, and skills they will need in professional practice. This level of comprehension and application requires repetitious engagement with written works, required reading materials, and analysis and synthesis of comprehensive materials that can be applied in both oral and written format. Utilization of and engagement with Artificial Intelligence tools that allow for shortcuts, provision of answers, and generate thoughts not your own are both unprofessional and unethical practices that will prohibit students' complete aptitude for future professional success. When you take shortcuts or use means to process information outside of your own analytical and comprehensive skills, you rob yourself of essential skill development and hinder your capacity to be aptly capable of serving your future clients.

All academic materials assigned in class, including written works, online and in classroom discussions, and reading assignments are necessary work in the Social Work courses, and align directly with our accreditation with the Council on Social Work Education. We take very seriously the efforts and works

completed by our students, and will continuously hold you to a high standard, with the appropriate level of rigor and development of knowledge, values, and skills for this program. **Students who submit work that is not fully their own creation for a grade, or even their own work from another class (self-plagiarism) are guilty of academic dishonesty.** Engaging in this type of behavior is not acceptable and will be punishable in accordance with the Hardin-Simmons University plagiarism policy. The degree to which this punitive action is taken will be at the discretion of the instructor teaching the course, and the Department Chair. The severity of the offense will range in consequences, to potentially include the following: the required complete re-write of an assignment or a range of point deductions (for things such as failure to properly cite a source) all the way up to being dismissed from the University dependent upon the severity of plagiarism determined. You can find examples of academic integrity violations on pages 64-65 of the current student handbook (2023-2024).

AI Usage Policy

In all Social Work courses, the use of tools like Grammarly is permitted and encouraged for tasks such as identification of errors, correcting grammar, and improving sentence-level clarity—similar to the spelling and formatting correction suggestions in MS Word or Google Docs.

The use of generative AI, such as ChatGPT, negates the learning processes, expectations, and requirements of the social work courses. As students, just as professionals, you are bound by our Code of Ethics, the University plagiarism policies, and the alignment of the academic integrity as aligned prior. If any tool, resource, or program exceeds sentence-structure recommendations and automatically creates ideas about course content, answers or written responses for you to utilize, that is academic dishonesty in all social work courses, and it is strictly prohibited. Using generative AI to complete assignments (i.e., to do the critical thinking for you) misrepresents your capacity for completing the work, compromises your integrity and ethics, and hinders your own learning and professional readiness. Identification of the use of AI such as ChatGPT is clearly identified by social work faculty and is strictly prohibited.

The consequences for use of such tools will be penalized as aligned in the previous statements and may lead to removal from the social work course, program, or university depending upon the severity of the identified offense.

Violation of University Policies

Hardin-Simmons University 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 Director of Field Education how these are best observed by the student in compliance with the Social Work Code of Ethics. Clients deserve 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 termination 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. The statement is signed by the student prior to beginning field instruction. (Appendix F)

Sharing Sensitive Student Information

Relevant student information, written and oral, may be shared between involved parties (Social Work Chair, University Director of Field Education, and Agency Field Instructor). This information will be shared to assist with appropriate field placements, to enable informed choice by field instructors, to protect clients, to protect students, and to facilitate the learning process. The university Director of Field Education 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 Director of Field Education. Students, the Director of Field Education, and field instructors will have knowledge of this policy before the placement begins. “Relevant Student Information” is defined as any information which will have a 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/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/her performance in the 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 (no counseling/clinical) and after each of the following has been achieved:

- The student has completed any 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 several 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 all scheduled home visits, only sending students on home visits deemed to be of very low risk
- The student has signed the *Hardin-Simmons University Assumption of Risk, Release and Indemnification Agreement (Appendix W)* 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 university 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 *Hardin-Simmons University Assumption of Risk, Release and Indemnification Agreement (Appendix W)* 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 as articulated in the student manual section 22. Refer to the University Student Handbook for the Title IX policy.

PAPERWORK AND ASSIGNMENTS

Field Instruction I (SCWK 4450)

1. Class, Work and Field Instruction Schedule (Appendix H)
2. Student Agreements (Appendices E and F)
3. Student Logs (Appendix J)
4. Learning Contract: Goals and Objectives (Appendix I)
5. Ethnographic Observation & Meeting Analysis (Appendix K)
6. Agency Analysis Paper & Presentation (Appendix L)
7. Theory Paper (Appendix M)
8. Case Paper and Presentation (Appendix N)
9. Process Recording (Appendix P)
10. 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 ongoing process within the field agency and in the integrative seminar. Both the agency-based field instructor and the HSU Director of Field Education will provide feedback to the student regarding her/his performance levels. There will be two formal agency evaluation periods where the student, field instructor, and Director of Field Education will meet together: 1) the first at mid-term, and 2) at the end of the semester. Both student and field instructor independently complete the evaluation form (Appendix I) and then meet together to compare, discuss, and when appropriate negotiate the ratings. The outcome of the evaluation conference is presented to the Director of Field Education 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 the following:

Grades

▪ Agency instructor's evaluation of student's work performance	30%
▪ Director of Field Education evaluation of performance re: personal learning goals & objectives	10%
▪ Quality of student's four written assignments – Agency Analysis paper, Theory paper, Process Recording, and Case Paper & Presentation (average)	30%
▪ Progress demonstrated in log entries	15%
▪ Quality of student's attendance and participation in seminar, NASW, Social Work Club, agency presentation, case presentations and other assigned activities and tasks <i>i.e.</i> class facilitation, group sessions	15%

	100%

Field Instruction II (SCWK 4552)

1. Class, Work and Field Instruction Schedule (Appendix H)
2. Student Agreements (Appendices E and F)
3. Learning Contract: Goals and Objectives (Appendix I)
4. Student Logs (Appendix J)
5. Self-Evaluation Paper (Appendix O)
6. Community Assets Map (Appendix Q)
7. Major Integration Paper (Appendix S)
8. Speak Out Project (Appendix R)
9. Case Paper & Presentation Guidelines (Appendix N)
10. 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 Director of Field Education 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 Director of Field Education will meet together: 1) the first at mid-term, 2) at the end of the semester. Both student and field instructor independently complete the evaluation form (Appendix I) and then meet together to compare, discuss, and when appropriate negotiate the ratings. The outcome of the evaluation conference is presented to the Director of Field Education 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

▪ Agency instructor's evaluation of student's work performance	30%
▪ Director of Field Education evaluation of performance re: personal learning goals & objectives	10%
▪ Quality of student's four written assignments – Major Integration Paper, Speak Out Project, Community Assets Map, and Case Paper & Presentation (average)	30%
▪ Progress demonstrated in log entries	15%
▪ Quality of student's attendance and participation in seminar, NASW, Social Work Club, agency presentation, case presentations and other assigned activities and tasks <i>i.e.</i> class facilitation, group sessions	15%

	100%

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 for all coursework. In the field practicum, grades for each student are recommended by the agency field instructor. The university Director of Field Education 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, 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 fieldwork 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, is adequately performing in social work field instruction, and has accomplished at least most of the course expectations; but because of illness or another emergency situation 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.
- W** The grade of Withdrawn indicates that the student chose to withdraw from field.

Late submission of assignments will receive a reduction in overall potential grade as follows:

- Up to 24 hours late: - 10%
- 2 days late: - 20%
- 3 days late: - 30%
- 4 days late: - 40%
- 5 days late: - 50%
- 5 days late: Not accepted for grading

APPENDICES

- A. APPLICATION FOR FIELD PLACEMENT
- B. STUDENT EDUCATIONAL NEEDS ASSESSMENT
- C. AGENCY INFORMATION FORM
- D. FIELD INSTRUCTOR INFORMATION
- E. STUDENT STATEMENT OF UNDERSTANDING
- F. STUDENT AGREEMENT
- G. AGENCY-UNIVERSITY AGREEMENT
- H. CLASS, WORK, AND FIELD INSTRUCTION SCHEDULE
- I. EDUCATIONAL LEARNING PLAN AND EVALUATION
- J. STUDENT LOG ASSIGNMENT
- K. ETHNOGRAPHIC OBSERVATION & MEETING ANALYSIS
- L. AGENCY ANALYSIS PAPER & PRESENTATION
- M. THEORY PAPER GUIDELINES
- N. CASE PAPER & PRESENTATION GUIDELINES
- O. SELF-EVALUATION PAPER GUIDELINES
- P. PROCESS RECORDING GUIDELINES
- Q. COMMUNITY ASSETS MAP
- R. SPEAK OUT PROJECT
- S. MAJOR INTEGRATION PAPER
- T. FIELD INSTRUCTOR'S EVALUATION OF THE HSU SOCIAL WORK PROGRAM
- U. DIRECTOR OF FIELD EDUCATION EVALUATION BY STUDENT
- V. STUDENT EVALUATION OF FIELD EXPERIENCE
- W. HARDIN-SIMMONS UNIVERSITY-ASSUMPTION OF RISK, RELEASE AND INDEMNIFICATION AGREEMENT

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

APPLICATION FOR FIELD PLACEMENT
(Appendix A)

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?

APPLICATION FOR FIELD PLACEMENT
Appendix A

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 _____

APPLICATION FOR FIELD PLACEMENT
Appendix A

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.

Student's Signature _____ Date _____

Date of Interview with the Field Coordinator _____

These agencies have been approved for interview:

Signature of Field Coordinator _____ Date _____

STUDENT EDUCATIONAL NEEDS ASSESSMENT
(Appendix B)

NAME: _____ DATE: _____

APPLYING FOR: SCWK 4450 _____ SCWK 4552 _____

PLACEMENT FOR: FALL _____ SPRING _____

Below you will find brief statements describing knowledge, skills, values or attitudes 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.

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

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

Explanation

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

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

Explanation

STUDENT EDUCATIONAL NEEDS ASSESSMENT
(Appendix B)

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

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

Explanation

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

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

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

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

Explanation

STUDENT EDUCATIONAL NEEDS ASSESSMENT
(Appendix B)

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

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

Explanation

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

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

Explanation

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

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

Explanation

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

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

Explanation

STUDENT EDUCATIONAL NEEDS ASSESSMENT
(Appendix B)

12. To demonstrate effective written communication skills.

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

Explanation

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

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

Explanation

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

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

Explanation

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

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

Explanation

STUDENT EDUCATIONAL NEEDS ASSESSMENT
(Appendix B)

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

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

Explanation

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

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

Explanation

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

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

Explanation

19. To be able to demonstrate data collection skills.

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

Explanation

STUDENT EDUCATIONAL NEEDS ASSESSMENT
(Appendix B)

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

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

Explanation

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

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

Explanation

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

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

Explanation

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

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

Explanation

STUDENT EDUCATIONAL NEEDS ASSESSMENT
(Appendix B)

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

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

Explanation

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

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

Explanation

26. To demonstrate a knowledge of existing resources.

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

Explanation

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

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

Explanation

STUDENT EDUCATIONAL NEEDS ASSESSMENT
(Appendix B)

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

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

Explanation

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

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

Explanation

30. To be able to assess own development of social work competencies skillfully.

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

Explanation

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

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

Unable 0 1 2 3 4 5 6 7 8 9 10 Very 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: Amount: _____

Other Type? _____ Amount: _____

4. Is your agency accessible to students with disabilities? Yes No

5. Transportation:

Are students required to use their own cars? Yes No

Are students reimbursed for their own car use? Yes No

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:

African American Asian American Hispanic American

Native American Other (please specify)

8. Please check the specific focus of the agency program and services:

Child Welfare Family Services Physical Disabilities

Rural Health Criminal Justice Developmental Disabilities

Health/Medical Juvenile Justice Chemical Dependencies

Aging School Social Work Multi-Ethnic Training

Mental Health Mental Health (Women) 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 or attach)

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 _____

Licensure _____ LCSW _____ LMSW _____ LBSW

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 UNDERSTANDING
(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 .28 per mile traveled 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. Late assignments may have points deducted or not be accepted for a grade.
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 per semester of the Abilene chapter of NASW and three Social Work Club meetings.
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.

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:

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

and

Responsibilities of the University's Social Work Department

The University will:

1. 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.
2. 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.
3. 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.)
4. provide performance evaluation forms for students, to be completed by the Agency Field Instructor at mid-term and at the semester's end.
5. provide a field coordinator for on-going assessment/consultation with the Agency Field Instructor regarding the student's progress.
6. 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 Board of Social Work Certification.
7. provide a weekly seminar on campus for all field placement students to integrate the field experience with previous course content.
7. assume the responsibility for evaluating the overall performance of the student and assigning the semester grade in consultation with the field instructor.
8. assume the responsibility for final approval of all Agencies and Field Instructors participating in the field placement component of the Social Work Department.
9. observe rules of confidentiality as understood within the framework of social work education in all matters related to field instruction.
10. provide free a three-hour tuition grant for any field instructor who has had a student for 450 hours of field placement.

Responsibilities of the Agency

The Agency will:

1. 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.
2. 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.
3. agree to provide a work area and appropriate resources to enhance the student's learning.

CLASS, WORK, AND FIELD INSTRUCTION SCHEDULE
(Appendix H)

Name _____ Agency _____

Address _____

Cell/Home Phone _____ Agency Phone _____

Field Instructor _____ Contact Number _____

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 noon							
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.							

EDUCATIONAL LEARNING PLAN AND EVALUATION (Appendix I)

BSW EDUCATIONAL LEARNING PLAN GUIDELINES

The Council on Social Work Education (CSWE) identifies nine Core Competencies for social work students in accredited professional programs. Hardin-Simmons Social Work Program adheres to these Competencies and Practice Behaviors to guide both the activities completed in the field practicum and to evaluate the social work student's progress towards achieving competencies. The Field Educational Learning Plan identifies field placement activities that support the student's development of professional social work practice and informs the evaluation of students' level of competency as outlined in the Field Evaluation. This is a working document which guides student intern activities in field practicum.

The Educational Learning Plan is **collaboratively developed** by the student, field instructor, and/or task supervisor (where applicable) and provides the basis for the development and demonstration of the professional practice competencies. Involvement in these activities will provide the evidence to support the competency ratings on the student's Final Field Evaluation. The Director of Field Education is available as needed to support the development of this plan. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. The expectation is that the student will have various experiences that will allow them to be evaluated through **observable behavior** (in-person or remotely). Students' progress towards achievement of social work practice behaviors will be assessed with a **final evaluation** demonstrating students' proficiency in the application of **knowledge, values, skills, and cognitive and affective processes** in social work practice.

DIRECTIONS FOR COMPLETING THE LEARNING PLAN AND EVALUATIONS

The learning plan must address all nine (9) CSWE competencies listed below. **Students must identify at least three (3) practice activities/tasks per competency.**

1. Student will assess and review tasks during onboarding, with field instructor, during supervision, or intern/job description, and then **complete the learning activity/task, evaluation, and target**. The student will work in collaboration with field instructor to ensure required information is agreed upon.
2. The **educational learning plan will be reviewed** with the field instructor, student, and field liaison during the initial visit. This document will be used throughout the semester to ensure the student is on task, they are meeting educational goals, and that they are being evaluated.
3. **Print the educational learning plan signature page**. This will be used throughout the semester at the beginning, mid field, and during the final evaluation. Keep a copy for your records and for submittal to the field liaison.

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

EXAMPLE:

Practice Behavior – provides the foundation for activities under the competency

[Student] Learning Activity/Task – Identify a task to exhibit the practice behavior(s)

[Student] Evaluation & Target – Be specific and use guiding questions below

[Field Instructors]
See Rating Scale for evaluation

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final Evaluation
The behaviors outlined in this box will help the student identify appropriate learning activities and tasks.	<p>There must be a minimum of <u>three practice activities/tasks per competency</u></p> <p>Competencies may change throughout the semester. Involvement in these activities will provide the evidence to support the competency ratings on the student's <i>Field Evaluation</i>.</p>			<i>The mid field and final evaluation must be reviewed and discussed with the student</i>	

Midfield Evaluation: Strategies to increase competence in Competency #: Field Instructor to provide strategies

Final Evaluation: Evidence to support ratings for Competency #: Field Instructor to provide evidence

EDUCATIONAL LEARNING PLAN AND EVALUATION (Appendix I)

IDENTIFYING EDUCATIONAL ACTIVITIES FOR THE LEARNING PLAN

Educational activities are opportunities that allow students to move toward competency and to demonstrate the development of professional practice skills. Selecting educationally useful activities that are tied to this professional growth requires thought and planning. **The following questions are useful guides to assess the value and relevance of an educational activity.**

- What is the purpose of the activity? Will it give the student an opportunity to develop the practice skill/competency being evaluated?
- Does the activity build upon or encourage the student to examine knowledge or skills brought from experience? Learning is incremental--a process of growth; learning activities need to be appropriate to the student's present level of competence.
- Does the activity challenge the student to grow and provide satisfaction in carrying it out? Doing familiar tasks or "busy work" does not increase competency.
- Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice.
- How feasible is the activity? Are there agency resources to support the activity? Once an activity has begun, there should be sufficient agency resources to assure its completion.
- Does the activity give the student an opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice.
- Does the activity give the student a sense of ownership and accomplishment? Activities should be clearly linked to social work competencies, allow for some autonomy, and encourage growth.
- Does the activity engage the student in thinking about the total problem/case/issue? Task focused activities increase growth when students can appreciate how they link with other pieces of the intervention plan.

Tip: The most commonly asked question about the Educational Learning Plan is, **“Where do I start?”** Ask your field instructor for an intern job description or their job description if an intern job description does not exist. It helps the student begin to see the types of tasks or projects they may be engaged in so they can begin to write learning activities/tasks.

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

EVALUATING STUDENT PERFORMANCE

The field instructor evaluates the student’s performance with input from the student. A mid field evaluation between the field instructor and the student is a standard best practice to check the progress towards the students’ professional development. The **mid field evaluation** is a good time to determine if additional tasks should be added or if it has been determined that some tasks may not be feasible to complete. The student is responsible for providing the field liaison a copy with any changes to the Educational Learning Plan. The **final field evaluation** focuses on rating all competencies and behaviors using the rubric embedded in the Field Evaluation. Each rating is relative to the development of competency over time.

Rating Scale

Student’s skill level in this practice behavior is/was:					
(5)	(4)	(3)	(2)	(1)	Unable to Complete (n/a)
Exceeding Performs above the standard	Meets performance standards	Needs Improvement Performs somewhat below the standard but shows potential for improvement	Unsatisfactory performs far below the standard with minimal evidence of potential to improve	Failing does not show potential for performing satisfactorily	Agency did not have the opportunity for student

Final Evaluation only – Students must have 4 or 5 rating to pass field education.

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

STUDENTS BEGIN HERE:

Student Name _Click or tap here to enter text._ _____ **HSU Email:** _Click or tap here to enter text._ _____

Field Agency Name: ___Click or tap here to enter text._____

Field Agency Supervisor/Instructor: _Click or tap here to enter text._____ **Field Supervisor Email:** _Click or tap here to enter text._____

Evaluation Semester: Fall _____ Spring _____ **Evaluation Year:** _____

Required Hours

Level	Description	Required Contact Hours
BSW Generalist	The Field Education is a generalist field placement for undergraduate students.	450 hours

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

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.

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final– Evaluation
Student makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.					
Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.					
Student uses technology ethically and appropriately to facilitate practice outcomes.					
Student uses supervision and consultation to guide professional judgment and behavior.					

Midfield Evaluation: Strategies to increase competence in Competency 1:

Final Evaluation: Evidence to support ratings for Competency 1:

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final– Evaluation
Student advocates for human rights at the individual (Micro system) level.					
Student advocates for human rights at the family and group (Mezzo system) level.					
Student advocates for human rights at the organizations and community (Macro system) level.					
Student engages in practices that advance human rights to promote social, racial, economic, and environmental justice.					

Midfield Evaluation: Strategies to increase competence in Competency 2:

Final Evaluation: Evidence to support ratings for Competency 2:

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final– Evaluation
Student demonstrates anti-racist and anti-oppressive social work practice at the individual (Micro system) level.					
Student demonstrates anti-racist and anti-oppressive social work practice at the family and group (Mezzo system) level.					
Student demonstrates anti-racist and anti-oppressive social work practice at the organizational and community, research, and policy levels;(Macro system) level.					
Student demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.					

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

Midfield Evaluation: Strategies to increase competence in Competency 3:

Final Evaluation: Evidence to support ratings for Competency 3:

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final– Evaluation
Student applies research findings to inform and improve practice, policy, and programs.					
Student identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.					

Midfield Evaluation: Strategies to increase competence in Competency 4:

Final Evaluation: Evidence to support ratings for Competency 4:

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final-Evaluation
Student uses social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.					
Student applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.					

Midfield Evaluation: Strategies to increase competence in Competency 5:

Final Evaluation: Evidence to support ratings for Competency 5:

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final– Evaluation
Student applies knowledge of human behavior and person-in environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.					
Student uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.					

Midfield Evaluation: Strategies to increase competence in Competency 6:

Final Evaluation: Evidence to support ratings for Competency 6:

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making..

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final– Evaluation
Student applies theories of human behavior and person-in- environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.					
Student demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.					

Midfield Evaluation: Strategies to increase competence in Competency 7:

Final Evaluation: Evidence to support ratings for Competency 7:

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final-Evaluation
Student engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.					
Student incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.					

Midfield Evaluation: Strategies to increase competence in Competency 8:

Final Evaluation: Evidence to support ratings for Competency 8:

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behaviors	Learning Activities/Tasks <i>(What will you do?)</i>	Evaluation <i>(How will it be measured?)</i>	Target <i>(By when?)</i>	Mid Field Evaluation	Final– Evaluation
Student selects and uses culturally responsive methods for evaluation of outcomes.					
Student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with individuals (Micro system) level.					
Student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with families and groups (Mezzo system) level.					
Student critically analyzes outcomes and applies evaluation findings to improve practice effectiveness with organizations and communities (Macro system) level.					

Midfield Evaluation: Strategies to increase competence in Competency 9:

Final Evaluation: Evidence to support ratings for Competency 9:

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

Competency	Practice Behavior (Goals)	Tasks	Resources Needed	Time Frame
Personal Goals in Correlation to Competency	1.			
	2.			
	3.			
	4.			

EDUCATIONAL LEARNING PLAN AND EVALUATION
(Appendix I)

EDUCATIONAL LEARNING PLAN: Signature Page

Educational Learning Plan Initiated			
Student Signature:		Date:	
Field Instructor Signature:		Date:	
Director of Field Education Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	
Mid Field Evaluation Conducted			
Student Signature:		Date:	
Field Instructor Signature:		Date:	
Director of Field Education Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	
Final Field Evaluation Acknowledgements			
Student Signature:		Date:	
Field Instructor Signature:		Date:	
Director of Field Education Signature:		Date:	
Task Supervisor: <i>(if applicable)</i>		Date:	

STUDENT LOG ASSIGNMENT

Appendix J

Log-Description and Expectations

Student logs which are completed weekly 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 the 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, neatness, communication skills and completeness. Points will be taken off for lack of effort, clarity, signatures, etc.

Refer to the attached pages for the format.

STUDENT LOG ASSIGNMENT

Appendix J

Sample Log

Total Cumulative Hours _____

Log # _____

Name _____

Week of _____

Agency _____

Section I: 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

Section II: Supervision Agenda

Briefly list and/or describe what you plan to address during your supervision hour this week.

Sample Supervision Agenda:

- 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.

Supervision Agenda Response:

This section requires responses from students to each agenda item above to include the new learning, information obtained and responses from the supervision conversation had with the Field Instructor each week. This should be written in complete sentence/paragraph format in a brief response to each agenda topic.

STUDENT LOG ASSIGNMENT

Appendix J

***Each of the following should have thoughtful responses in paragraph format for full credit.**

Educational Learning Plan/ CSWE Competencies Reviewed:

What strengths and opportunities for improvement were identified?

What tasks/assignments did your agency instructor/supervisor recommend for the following week?

As the supervisor for the above-named, I can confirm that the activities and supervisory agenda detailed above were 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: _____

STUDENT LOG ASSIGNMENT

Appendix J

Section III: New Learning (*Field Instructor does not review this section*)

- 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, 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.*”**

ETHNOGRAPHIC OBSERVATION AND MEETING ANALYSIS

(Appendix K)

Students enrolled in SCWK 4450 Field Instruction I will attend a formal meeting related to their field placement agency. This meeting should consist of community members, an organization, or a political body such as the Board of Supervisors or City Council. This assignment aims to understand how formal meetings function as venues for decision-making. Use the observations from the questions below to guide the ethnographic observation and meeting analysis. (EPAS competency 7 – Assessment)

Conduct an ethnographic observation of an agency or public decision-making meeting. As you observe this formal decision-making, focus your observation according to the following questions:

- 1) Who are the participants?

- 2) What is the agency agenda?

- 3) What are the main issues being presented?

- 4) Who are the decision-makers, and how does the decision-making process function formally at this meeting?

- 5) How do you see power at work in the meeting?

- 6) How was the meeting used to address the needs of vulnerable populations?

- 7) What happened during the meeting in terms of the decisions made?

AGENCY ANALYSIS PAPER & PRESENTATION (Appendix L)

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
4. Client demographics: race, gender, age, religion, socio-economic
5. Client types: Voluntary or involuntary Fee paying? If not, how are services funded?
6. Policy Considerations (regulatory laws, agency policies, agency policy creation, affiliations/accreditations)
7. Social Work Intern role in the agency.
8. Perspectives, Theories, Models used by agency.

Students will present a brief, but thorough, overview of their agencies in field seminar about the agency and services offered. Professionalism, creativity, and relevance need to be considered and will be a part of your presentation grade.

THEORY PAPER GUIDELINES (Appendix 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 work services.

- 1. Agency Description**
 - Clients served
 - Scope of services

- 2. Data Collection**
 - Client Demographics (gender, race, sex, 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/layers of culture identified in the 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)*

I. Self-Awareness

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

- A. From the university
- B. From the agency
- C. From your support system

(Be careful to identify specific structures and levels of support from various individuals in each of the above areas. Where appropriate, utilize Symbolic Interaction Theory, Systems Theory, and Exchange Theory to describe your interactions.)

II. Functioning Within the Agency

Utilize the Needs Assessment tool (Appendix B), feedback from mid-term evaluation, logs, cases, supervisory sessions with field instruction, and seminar participation to identify:

- A. Specific skills which you feel you have developed to a high degree of competence.
- B. Specific skills which you feel you need to focus on for your second field experience.

(Illustrate both A and B with specific field activities that you have described in your seminar participation and/or logs.)

III. Planning for Next Semester

Discuss the following in paragraph form:

- A. Level of success in achieving your goals and objectives in the first placement.
- B. Level of commitment to work on developing the skills you identified in II B above. Be careful to identify specific structure and/or support that you may need from the field coordinator and field instructor to fulfill your commitment and to complete the demands of the field placement.
- C. Your assessment of the value of the Integrative Seminar and conferences with the seminar leader. Be careful to identify what has been useful to your learning as well as what direction you would like each to take for the second semester.

PROCESS RECORDING GUIDELINES

(Appendix P)

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

- A. It focuses on the consciously planned and purposeful process of a social work intervention.
- B. 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).
- C. It provides a tool to systematically record and evaluate one's work.
- D. It focuses on recognizing and communicating significant information related to the social work process.

Format for the Process Recording

1. Identifying Data:

Student's Name:

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

Date of Interaction:

Date of Recording:

2. 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?

3. Background Information

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

4. 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).

Another option is the use of SOAP notes. [SOAP Notes](#)

COMMUNITY ASSETS MAP (Appendix Q)

Community assets mapping identifies resources (human, financial, material, social) among vulnerable populations in communities. It focuses on assets rather than solely on deficits in vulnerable populations and communities. (EPAS Competency 8 – Intervention)

The field internship assignment requires the intern to gather information about a community served by the placement agency. The critical areas of information include:

- 1) A description of the community in terms of place, population, demographic data, and other basic identifying information.
- 2) Information about the community's history (the influence and power of residents, any problems or issues experienced by residents):
- 3) Identification and classification of the strengths and assets of the community (e.g., churches, banks, grocery stores, community groups, etc.) How can support be used for community improvement, how organizations that serve the community together or should work together, and what significant challenges does the community face?
- 4) Formulate a brief strategy for community betterment.

SPEAK OUT PROJECT (Appendix R)

Whether you consider yourself a clinician, community organizer, administrator, educator, or generalist, our role as a professional includes the promotion of social, economic, and environmental justice through advocacy. The purpose of this assignment is to provide the student with a “real-life” opportunity to articulate a concern through one or more avenues of expression. The student will plan and implement a *Speak Out* concerning a social issue of his or her choosing.

Preparation Guidelines

1. Select an issue that you are most concerned about (perhaps one that has affected your clients or agency)
2. Research the issue using local resources and/or academic articles/texts
3. Select the medium/forum/venue for your *Speak Out*
4. Discuss your ideas and plans with the instructor for approval **before** implementing the *Speak Out*.
5. Prepare to present your *Speak Out* to the class during the last class meeting. At that time each student should hand in any appropriate materials that document the preparation and implementation of the project (reference list, photos, letters written, audio-visual recordings, etc.)

*** All Speak Outs must be presented to at least 10 individuals (classmates not included)*

Presentation Guidelines

1. Describe your *Speak Out* (topic, medium/forum/venue)
2. Discuss personal/professional relevance to you
3. Discuss the assessment of need/research for this project
4. Discuss what you would like to see happen in the future regarding this social, economic, or environmental justice issue.

Project Ideas

- Present a Statement at Court, Public Hearing, board meeting, city council, etc.
- Develop a radio or editorial spot
- Facilitate a letter-writing campaign
- Letter to the editor (which sheds light rather than heat on a relevant issue)
- Organize a public forum, viewing, reading, etc.
- Participate and provide leadership in a March, Rally, etc.
- Develop a creative presentation for legislators or other power players (video, scrapbook, etc.)
- Create a blog

*** Adapted from Kathy Armenta, University of Texas*

MAJOR INTEGRATION PAPER (Appendix S)

The Major Integration paper requires students to utilize their weekly logs, learning contracts, and field practice experiences to evaluate growth in each of the Nine Social Work Competencies along with the applicable Practice Behaviors put forth by CSWE (2015).

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 Nine Social Work Competencies (CSWE, 2015).
2. Expand upon the use of practice behaviors related to each competency in social work practice using examples from field placement.
3. Integrate Social Work knowledge, values, and skills (theoretical and conceptual frameworks, values & ethics, micro-skills, generalist intervention model, etc.)
4. Include textbooks, articles, agency documents, and similarly useful scholarly 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 Social Work 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 Social Work profession.

******Refer to the grading rubric to assist you in writing your paper.***

MAJOR INTEGRATION PAPER
(Appendix S)
Major Integration Paper Rubric

Competency/Objective	Description	Points Possible
Ethics & Professionalism	<ul style="list-style-type: none"> • Definition/Professional Description and Introduction to the concept. • Examples/ “Lessons learned” from field placement regarding this concept. • Integration of professional values and ethics; inclusion of ethical/legal considerations as relevant professionally • Relevant research or evidence-base included to add depth of insight and to validate any claims made. • Ex: <i>Many Native Americans have poor eyesight, so we provided the Chief with free vision services.</i> This statement would require a reliable reference to validate the claim that Native Americans have poor eyesight. OR <i>“Learning theory says that behavior which is modeled will be reproduced”.</i> Such a statement requires a source. 	15
Diversity & Difference	Clearly understand the dimensions of diversity and intersectionality of multiple factors; understand forms and mechanisms of oppression, discrimination, etc. as they impact agency clientele and professionals	10
Social, Economic, Environmental Justice, and Human Rights	Identify how rights & justice impact clientele and professionals; actions needed/taken; etc.	10
Research & Critical Thought <i>(Score includes sufficient use of research for paper (5pts))</i>	Discuss how research has informed your practice; how has practice-informed research	15
HBSE	Use of knowledge; integration of theoretical & conceptual frameworks	10
Policy Practice	Identify the importance of policy as relevant to practice as a professional social worker; relevant to field agency & clientele	10
Helping Process: Generalist Intervention Model	Integration of social work process; professional social work skills	10
Educational and Professional Sentiments and Goals	Demonstrates thorough reflection on SW education up to this point and clearly elaborates on how this education will be used in the future.	10
Professionalism of written work; grammar, spelling, word usage, and style of the paper.	Follow APA style formatting explicitly (but can use 1 st person); professionalism in language, organization, and readability of the paper, follow directions.	10
Totals		100

FIELD INSTRUCTOR'S EVALUATION OF THE HSU SOCIAL WORK PROGRAM
(Appendix T)

Please rate the following items according to the way you experienced them in relation to your entire field instruction experience with a Hardin-Simmons University student.

Use a scale of 0 – 10, with 10 being the highest. Use “NA” for any item that does not apply.

1. Planning with the field director for student placement: (Field Director)
 - Made appropriate contact prior to placement
 - Provided adequate information about the student
 - Clearly identified expectations
 - Provided field manual and due dates
 - The student was appropriate in the interview

2. Student readiness for placement: (Student)
 - Was well prepared academically
 - Demonstrated behavior appropriate for the agency setting
 - Had an attitude conducive to learning within the agency
 - Was clear about expectation from the Social Work Program at HSU

3. Support from the university:
 - The field director returned my calls
 - The field director adequately tracked the students' progress with me
 - The expectations of my role during mid-term and final evaluations were clearly defined
 - The content of seminars was relevant
 - The structure of the assignments and field instruction activity was clear
 - The assignments and expected activity were relevant to social work practice in my agency
 - The contact hours for seminar attendance are useful for my continued certification
 - The overall concern of the field director for the student's learning is evident
 - The overall support of the field director for the field instructor's role is evident

4. Student response to learning within the agency: (The student)
 - Was punctual and in regular attendance
 - Presented work on time and in the appropriate form
 - Was able to utilize constructive criticism for my own learning
 - Had a positive, constructive attitude
 - Made an effort to relate to the professional and support staff
 - Is beginning to take on the role of a social worker

FIELD DIRECTOR EVALUATION BY STUDENT
(Appendix U)

Instructions:

Response Key: 1)Poor; 2)Fair; 3)Satisfactory; 4)Superior; 5)Outstanding; NA)Not Applicable

MAKE ALL RESPONSES TO QUESTIONS 1 – 20 ON ANSWER FORM

Students can make comments or answer specific faculty questions on the back of **ANSWER FORM**.

QUESTION:	SCORE:	
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? <i>(Response key for this question: 1) not at all; 2) very little; 3) somewhat; 4) very much; 5) completely; NA) Not Applicable</i>		
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?		

FIELD DIRECTOR EVALUATION BY STUDENT
(Appendix U)

IV. 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:		

STUDENT EVALUATION OF FIELD EXPERIENCE

(Appendix V)

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

Student's Name: _____
Field Instructor: _____
Field Agency: _____
Placement Year: _____

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 Director in making future field placement decisions and in providing training for Field Instructors. Please circle the response that best describes your field experience using the scales provided.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My field agency:				
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
2. My field instructor:				
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 meetings with me	1	2	3	4
f. Demonstrated good professional social work knowledge	1	2	3	4
g. Assisted me in becoming 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

STUDENT EVALUATION OF FIELD EXPERIENCE

(Appendix V)

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
n. Was effective in providing information on and application of cultural competency	1	2	3	4
o. Was fair in his/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
Were the following methods used in supervision?				
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, email, IM	YES			NO
g. Telephone	YES			NO
h. Describe how supervision could be improved:				
3. My field director . . .				
a. Explained his/her role and responsibilities	YES			NO
b. Provided contact information to me and my field instructor	YES			NO
c. Was accessible when consultation or assistance was needed	YES			NO
d. Provided information/clarification on HSU's field policies to me and my field instructor	YES			NO
e. Was fair in his/her intervention and mediation when there were issues between my field instructor and I	YES			NO
f. Recommendations for improvement:				
4. Student Self-Rating:				
Overall, I developed my capacity for professional social work in this placement.	1	2	3	4
5. Overall Field Experience:				
Overall how would you rate your field experience in this agency?	1	2	3	4
6. Would you recommend this agency to another social work intern?	YES			NO
7. A copy of this evaluation may be released to my field instructor.	YES			NO
Comments:				
Student Signature:			Date:	

ASSUMPTION OF RISK, RELEASE AND INDEMNIFICATION AGREEMENT
(Appendix W)

I am fully aware of dangers and risks involved in taking part in a field practicum (herein referred to as “the Activity”) which include but are not limited to the following dangers and risks: which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability, economic or emotional loss, and/or death, and I choose to voluntarily participate in the Activity with full knowledge that the Activity may expose me to such dangers and risks. **I THEREFORE AGREE TO VOLUNTARILY ASSUME FULL RESPONSIBILITY FOR ALL SUCH DANGERS AND RISKS** to which I may be exposed as a result of participating in the Activity.

As consideration for being allowed to participate in the Activity, which is sponsored by Hardin Simmons University (HSU), **I HEREBY RELEASE, WAIVE, HOLD HARMLESS, AND INDEMNIFY** HSU (and its Board of Trustees, officers, employees, agents, volunteers, and students) from any and all liability, claims, demand, suits, costs, and charges, in connection with or arising out of the Activity, including, but not limited to, any serious bodily injury, medical care received following an injury, death or property damage sustained by myself or others, except for loss, harm, or injury caused by gross negligence or intentional misconduct by HSU (or its Board of Trustees, officers, employees, agents, volunteers or students).

I further understand and agree that this agreement is to be binding on my family, heirs, assigns, and personal representatives.

I certify that I am physically and mentally able to participate in the Activity. I understand that if I am at all uncertain about my ability to participate in this Activity, it is my obligation to consult my personal physician. In the case of a medical emergency occurring during my participation in the Activity, HSU (and its employees or agents) may (but is not obligated to) take any actions to secure whatever treatment it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between HSU and me. I agree to be solely responsible for any costs related to that treatment.

This agreement is governed by Texas law, and I understand that this agreement is intended to be as broad and inclusive as is permitted by Texas law. If any portion of this agreement is invalid, I agree that the remaining provisions shall continue to be in full force and effect.

I certify that I am at least 18 years old or if I am not yet 18, that my parent or guardian has read this agreement and signed below. I have read this agreement, I understand it, and I agree to be bound by all of its terms.

Signature _____ **Date:** _____

Name (Print) _____

Signature of Parent (If Under 18) _____ **Date:** _____

Parent Name (Print) _____