FIELD EDUCATION MANUAL

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Web Site: http://www.uncfsu.edu/sw
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On behalf of the Bachelor of Social Work Program (BSW) and the Field Education Office at Fayetteville State University, I would like to extend appreciation to everyone who participated in the process and assisted in developing field education for the BSW Program. A special thank you to the Director of the BSW program, the Director of Field Education, the Department Chair, faculty, and administrative support staff, who have all made significant contributions.

It is my hope that the content of this manual will be useful in understanding the mission, policies, and operation of field education within the Bachelor of Social Work Program at Fayetteville State University.

Once again, I thank you and look forward to an exciting and successful practicum experience for all.

Tamara Woods, PhD, LCSW

BSW Coordinator of Field Education
Department of Social Work
Fayetteville State University
Field education is an integral part of social work education, where students begin to connect and integrate theory and practice. The field experience reinforces student identification with the purposes, values and ethics of the social work profession. Field faculty and classroom faculty collaborate on the development of roles, responsibilities and tasks in the agency that address each area of competency. Core competencies and practice behaviors are addressed at the basic professional level in the BSW field program.

As students, you will embark on a challenging course of study that will encourage you to think critically and outside of your comfort zone. As you embark on your practicum experience, this manual is designed to provide you with a model for achieving your objectives. This Field Education Manual contains all the information necessary for understanding and successfully navigating the field education program. It contains policies, procedures and information about the field experience in the BSW program. The manual is designed to provide students, field instructors and liaisons all the information that is needed for the internship and field experience. All forms used in field education are in the back of the manual and can be found on our website.

The faculty and staff of the BSW program believe the field experience is one of the most important aspects of the social work curriculum. We are committed to providing an educational experience that will meet your needs as students and train you as professional social workers in beginning generalist social work practice.

The BSW program and the field education program wish all of you a very rewarding field education experience.
BSW Field Education Contact Information

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**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of Social Work**  
**Bachelor of Social Work Program**

## Field Education Calendar Fall 2015

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>August 17, 2015</td>
<td>BSW Field conference</td>
</tr>
<tr>
<td>August 18, 2015</td>
<td>Classes begin</td>
</tr>
<tr>
<td>August 18, 2015</td>
<td>Submit field budget for 2016 (Field Coordinator)</td>
</tr>
<tr>
<td>August 18, 2015</td>
<td>First day of Field</td>
</tr>
<tr>
<td>September 7, 2015</td>
<td>Labor Day (University Closed)</td>
</tr>
<tr>
<td>September 15, 2015</td>
<td>Deadline for BSW students to return their field applications (SWRK 435)</td>
</tr>
<tr>
<td>September 21, 2015</td>
<td><strong>Learning contracts Due</strong></td>
</tr>
<tr>
<td>September 22, 2015</td>
<td>Deadline to complete background check requests (SWRK 435)</td>
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<tr>
<td>October 2015</td>
<td>Field Interviews</td>
</tr>
<tr>
<td>October 6, 2015</td>
<td>Field packets due (SWRK 435)</td>
</tr>
<tr>
<td>October 9, 2015</td>
<td>1st Field visit must be completed (Faculty Liaisons)</td>
</tr>
<tr>
<td>October 9, 2015</td>
<td>BSW Faculty Field Meeting 12-1 (Faculty submit field visit forms)</td>
</tr>
<tr>
<td>October 8-14, 2015</td>
<td>Midterm exams</td>
</tr>
<tr>
<td>October 12, 2015</td>
<td><strong>Mid-Semester Field Practicum Evaluations Due to Field Seminar Instructor</strong></td>
</tr>
<tr>
<td>October 13, 2015</td>
<td>Pre-field orientation</td>
</tr>
<tr>
<td>November 10, 2015</td>
<td>Pre-field packets Due</td>
</tr>
<tr>
<td>November 11, 2015</td>
<td>Veterans Day (University Closed)</td>
</tr>
<tr>
<td>November 25, 2015</td>
<td>Deadline for students to submit their Acceptance Form from the agency</td>
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<tr>
<td>November 26-27, 2015</td>
<td>Thanksgiving Holiday (University closed)</td>
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<tr>
<td>November 30, 2015-Dec. 5, 2015</td>
<td>Final exams for graduating seniors</td>
</tr>
<tr>
<td>December 1, 2015</td>
<td>BSW Field conference</td>
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<td>December 1, 2015</td>
<td>Portfolio Presentations (SWRK 435)</td>
</tr>
<tr>
<td>December 3, 2015</td>
<td><strong>BSW Final Field Practicum Evaluations and All Other Documents Due to Field Seminar Instructor</strong></td>
</tr>
<tr>
<td>December 3, 2015</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 5-11, 2015</td>
<td>Exams for students not graduating</td>
</tr>
<tr>
<td>December 7, 2015</td>
<td>Final grades due for seniors</td>
</tr>
<tr>
<td>December 12, 2015</td>
<td>Commencement-Congratulations!</td>
</tr>
<tr>
<td>December 14, 2015</td>
<td>Final grades due for students not graduating</td>
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# BSW Field Education Calendar Spring 2016

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<tr>
<td>January 9, 2016</td>
<td>Spring Semester Classes Begin</td>
</tr>
<tr>
<td>January 12, 2016</td>
<td>First Day of Field</td>
</tr>
<tr>
<td>January 18, 2016</td>
<td>Martin Luther King Jr. Holiday  University Closed</td>
</tr>
<tr>
<td>February 8, 2016</td>
<td><strong>Learning Contracts Due</strong></td>
</tr>
<tr>
<td>February 8, 2016</td>
<td>Deadline to complete background check request (SWRK 435)</td>
</tr>
<tr>
<td>February 27- March 4, 2016</td>
<td>Midterm exams</td>
</tr>
<tr>
<td>February 12, 2016</td>
<td>1st Field Visit must be complete (Field Liaisons)</td>
</tr>
<tr>
<td>February 12, 2016</td>
<td>BSW Field Meeting (12-1) Submit Field visit forms</td>
</tr>
<tr>
<td>February 23, 2016</td>
<td>Field packets due (SWRK 435)</td>
</tr>
<tr>
<td>March, 2016</td>
<td>Social Work Month</td>
</tr>
<tr>
<td>March, 2016</td>
<td>Field Interviews</td>
</tr>
<tr>
<td>March 3, 2016</td>
<td><strong>Mid-Semester Field Practicum Evaluations Due to Field Liaison</strong></td>
</tr>
<tr>
<td>March 5-11, 2016</td>
<td>Midterm break</td>
</tr>
<tr>
<td>March 7-14, 2016</td>
<td>Mid-semester break No classes</td>
</tr>
<tr>
<td>March 15, 2016</td>
<td>Pre-field orientation</td>
</tr>
<tr>
<td>April 5, 2016</td>
<td>Pre-field packets due</td>
</tr>
<tr>
<td>April 11, 2016</td>
<td>Deadline for students to submit their Acceptance Form from the agency</td>
</tr>
<tr>
<td>April 19, 2016</td>
<td>Portfolio Presentations (SWRK 435)</td>
</tr>
<tr>
<td>April 27-May 2, 2016</td>
<td>Final Examinations for Student’s Graduating</td>
</tr>
<tr>
<td>April 28, 2016</td>
<td><strong>BSW Final Field Practicum Evaluations and All Other Documents Due to Field Liaison</strong></td>
</tr>
<tr>
<td>April 28, 2016</td>
<td>Field Instructors Luncheon (11:30 a.m. until 1 p.m.)</td>
</tr>
<tr>
<td>April 28, 2016</td>
<td>Last Day of Class</td>
</tr>
<tr>
<td>April 28, 2016</td>
<td>Last Day of Field</td>
</tr>
<tr>
<td>April 25-30, 2016</td>
<td>Final exams for seniors</td>
</tr>
<tr>
<td>May 2, 2016</td>
<td>Deadline for Submission of Final Grades for seniors</td>
</tr>
<tr>
<td>May 7, 2016</td>
<td>Commencement – Congratulations!</td>
</tr>
<tr>
<td>May 9, 2016</td>
<td>Final grades due for students not graduating</td>
</tr>
</tbody>
</table>
SECTION I
Fayetteville State University:
History and Mission

Bachelor of Social Work
Mission and Goals

About Fayetteville State University

Fayetteville State University is a public comprehensive regional university, offering degrees at the baccalaureate, master's, and doctoral levels. The primary mission of Fayetteville State University is to provide quality education to its students through a basic liberal arts foundation, specialized professional training, and specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates to lead meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become the change agents for shaping the future of America and the world.

As part of its broader mission, the university extends its services as a regional institution by providing life-long learning experiences and opportunities to the university's immediate and extended communities and serving as a resource for business, education, and culture in North Carolina.

History

In 1867, seven Black men - Matthew N. Leary, A. J. Chesnutt, Robert Simmons, George Grainger, Thomas Lomax, Nelson Carter, and David A. Bryant - paid $136 for two lots on Gillespie Street and converted themselves into a self-perpetuating Board of Trustees to maintain this property permanently as a site for the education of Black children in Fayetteville. General O. O. Howard of the Freedman's Bureau, one of the best-known friends of Black education, erected a building on this site, and the institution became known as the Howard School. By a legislative act of 1877, the North Carolina General Assembly provided for the establishment of a Normal School for the education of Black teachers. The Howard School was chosen as the most promising because of its successful record during the previous ten years. It was designated a teacher training institution, and its name was changed to the State Colored Normal School. Five Administrative Officers

In 1899, Dr. Smith returned to the institution. Under his administration, the school grew from three rooms in a small frame structure to a physical plant of ten buildings on a fifty-acre tract of land. In order to pay for the land, Dr. Smith, along with F. D. Williston, E. N. Williams, J. G. Smith and Dr. P. N. Melcher, endorsed a note for $3,000.00. The note was renewed several times and eventually paid off by Dr. Smith, who later deeded the land to the State. Dr. Smith retired in 1933 at the age of 80 with more than 40 years of service to the institution.

W. J. Ward Seabrook succeeded Dr. Smith and under his presidency the school became Fayetteville State Teachers College. The college received both state and regional accreditation in 1947. Dr. Seabrook retired in 1956 and was succeeded by Dr. Rudolph Jones. During his administration, the curriculum was expanded to include majors in secondary education and programs leading to degrees outside the teaching field. The name of the school was changed to Fayetteville State College in 1963. Also, under the leadership of Dr. Jones, six additions were made to the physical plant to accommodate a rapidly expanding enrollment.

In 1969, the institution acquired its present name, "Fayetteville State University," and Dr. Charles "A" Lyons, Jr. was elected president. By a legislative act in 1972, Fayetteville State University became a constituent institution of the University of North Carolina System, and Dr. Lyons became its first chancellor. During his tenure, the curriculum was expanded to include a variety of both baccalaureate and master's level programs. In addition, the Fort Bragg-Pope AFB Extension Center, in conjunction with the Weekend and Evening College, was established in order to provide military personnel and other persons employed full-time with the opportunity to further their education. The general academic structure took its present configuration in 1985 when the university became a Comprehensive Level I Institution. In addition to expanding program offerings and services, eight buildings were added to the physical plant during this period.

On January 1, 1988, Dr. Lloyd V. Hackle became the seventh Chief Executive Officer of the university. In his seven years as Chancellor, the university expanded its master's level program offerings to include biology, business administration, education, English, history, mathematics, psychology, sociology, and teaching; FSU's first doctoral program in Educational Leadership was established; and baccalaureate program offerings were also increased to include 36 disciplines in the arts and sciences, business and economics, and education. The addition of the $6.3 million ultra-modern School of Business and Economics Building, and the new $10.9 million Health and Physical Education Building, underscored Dr. Hackle’s commitment to FSU’s continued expansion and growth.
Chancellor Hackle strengthened FSU's community outreach to at-risk children in the public schools, establishing numerous scholarships and tutoring mentoring programs to encourage more young people to aspire to academic excellence and a college education. FSU's first major public capital campaign was also completed during Dr. Hackle’s tenure, which enabled the University to increase the number of privately funded scholarships. On December 31, 1995, Dr. Hackle left his post to become President of the North Carolina Department of Community Colleges, the first African-American to lead the state's system of 59 community colleges. Dr. Donna J. Benson, Associate Vice President for Academic Affairs of the University of North Carolina served as Interim Chancellor from January 1, 1995 to November 15, 1995.

Dr. Willis B. McLeod, a 1964 graduate of Fayetteville State University, was appointed Chancellor on November 15, 1995. Dr. McLeod is the ninth Chief Executive Officer of the 130-year-old institution, and the first alumnus to serve as Chancellor since FSU became a constituent of The University of North Carolina in 1972. Several major initiatives have been established by Dr. McLeod. The "Freshman Year Initiative," (or F.Y.I.) a program designed to enhance students' educational outcomes, was initiated in fall 1996; new outreach efforts aimed at forging stronger community ties and involving the community in University life have been undertaken; campus improvements such as expansion of the Rudolph Jones Student Center and master planning to accommodate an expected enrollment increase of 50%, and Dr. McLeod has been instrumental in forming a regional partnership of public school, community college, and university leaders to focus on strengthening the educational pipeline from pre-school to post-graduate studies.

On July 1, 2003, Dr. T. J. Bryan was appointed the tenth chief executive officer of Fayetteville State University. She was the first woman to serve as Chancellor of FSU and the first African-American female to lead a UNC institution. Her major initiatives included the development of new cutting-edge academic programs such as a four-year nursing program, a bio-technology program, an honors program, a forensic-science program, and an international relations program that is being developed in cooperation with the Central Intelligence Agency.

Dr. James A. Anderson began his duties as the 11th Chief Executive Officer of Fayetteville State University on June 9, 2008. Dr. Anderson came to FSU from the University of Albany in New York. Dr. Anderson served from 2005-2007 as the University of Albany’s Vice President for Student Success and Vice Provost for Institutional Assessment and Diversity. In that role he led university efforts to advance students’ academic success and learning, promote diversity and inclusion, and strengthen community partnerships and outreach.

Active in professional, civic, and higher-education organizations, Anderson’s research and writing have focused on the assessment of student learning, as well as the impact of
diversity on student learning, retention, and overall institutional effectiveness. He is the author or co-author of three books, including *The Unfinished Agenda: Brown v. Board of Education* and *Driving Change through Diversity and Globalization—Transformative Leadership in the Academy*.

A former American Council on Education (ACE) Fellow, Danforth Fellow, and National Learning Communities Fellow, he has been honored with the Outstanding Contribution to Higher Education Award (2005) from the National Association of Student Personnel Administrators and the Outstanding Service Award (2004) from the Commission on Human Resources and Social Change of the National Association of State Universities and Land-Grant Colleges (NASULGC).
BSW Program Mission:
The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with an emphasis on rural and military social work

2. To develop social workers who advance and promote social justice

3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.

4. To inculcate in students a respect for diversity and an appreciation of difference as they prepare for service in a multicultural society and global community.

5. To produce social workers who will be effective consumers and producers of research for evidence based practice

6. To produce students who will embrace the concept of lifelong learners
## Curriculum Outline & Field Education

**Student:** Bachelor of Social Work Degree

**Banner ID:**

**Advisor:**

**PLAN OF STUDY** Pre-Field

**Signature:**

### FRESHMAN YEAR

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<th>GRADE</th>
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### SOPHOMORE YEAR

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<td>Spanish I20 Elem. Spanish II</td>
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### MAJOR COURSES JUNIOR YEAR

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<th>COURSE</th>
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<tr>
<td>SWRK 310 Research Methods: Practice Oriented</td>
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<td>SWRK 330 HBSE I: Infancy to Adolescence</td>
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<td>SWRK 335 HBSE II: Young Adulthood to Old Age</td>
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<td>SWRK 365 Intervention and Communication Skills</td>
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<td>SWRK 375 SW Practice with Military Families</td>
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### Social Work Elective Courses

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<td>SWRK 380</td>
<td>Health and Social Work</td>
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<td>SWRK 420</td>
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<td>SWRK 425</td>
<td>Social Work with Families</td>
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<td>SWRK 440</td>
<td>Social Work with People of Color</td>
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<td>SWRK 470</td>
<td>Aging and Social Work</td>
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<tr>
<td>SWRK 490</td>
<td>Special Topics in Social Work</td>
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BSW Major Course Descriptions

SW 230 Introduction to Social Work (3)
Prerequisites: None
This course focuses on the historical development of social welfare, social work and various social services. The course focuses on the nature, causes, and extent of major social problems, and provides examples of how people are affected by such problems. Emphasis is placed on various roles of social workers, the generalist method, cultural competence, ecological and systems theory, the strengths perspective, and responses to the needs of the poor, families, and populations at risk such as the elderly, children, sexual minorities, and people of color. Also addressed are changing trends in society and how they affect social work practice.

SW 310 Social Statistics for Social Workers (3)
Prerequisites: SWRK 230 and 320
SWRK 310 Statistics introduces students to descriptive and rudimentary inferential statistics for social workers. Emphasis is on understanding and calculations of central tendency measures, measures of dispersion and measures relating to the standard normal distribution. It exposes students to the methods of data collection, graphing and summarizing. Students will review basic statistical methods (Descriptive and Inferential Statistics; Measures of Association), and become familiar with basic parametric and non-parametric techniques. Basic design principles will also be introduced.

SW 320 Social Work Research Methods (3)
Prerequisites: All liberal arts foundation courses and SW 230 and a social work major.
This course is designed to prepare students to be effective consumers and producers of research, and to evaluate their own practice. They learn to read, critically evaluate, and use the research of others to select interventions that are based on evidence. Within this process, the following will be covered: the scientific method for building knowledge for social work practice, ethical standards for scientific inquiry, qualitative and quantitative research methodology, research designs for developing knowledge and systematically evaluating social work practice and human service programs, and the review and utilization of research findings.

SW 340 Social Welfare Policy I (3)
Prerequisite: All liberal arts foundation courses, SW 230 and a social work major.
This course is the first of a two course policy sequence. This course focuses on social welfare legislation and the policies, programs and services that flow from such legislation. Students analyze social welfare policy within the context of the social and political milieu which spawns social welfare legislation. Policy I identifies how values from social to personal influence the formulation of social welfare policy. Consideration
of definitions and theories on poverty is viewed from both the USA and a global perspective. Social and economic justice for people from diverse backgrounds and those who may be oppressed is discussed.

**SWRK 330 Human Behavior in the Social Work Environment I (3)**
All liberal arts foundation courses, SW 230, and a social work major.
This course provides an understanding of the developmental stages of the individual from infancy to adolescence, and the relationship between human growth, development and the environment. Knowledge and understanding of biological, psychological and social systems relationships; cultural norms, and the significance of interaction with the family, group and the community are stressed.

**SW 350 SW Social Welfare Policy II (3) and a social work major.**
Prerequisite: SWRK 230 and 340
This course is the second course of the two-course policy sequence and extends the foundation of Social Welfare Policy I by having students apply knowledge obtained from the first policy course regarding rudimentary analysis and begin to employ critical thinking skills to evaluate how policy impacts outcomes for clients. Students develop strategies to achieve social change, and social economic justice for families, groups, and communities. Emphasis is placed on understanding poverty and the various ways in which our society has responded to it over time. The course explores the interplay between values, political structures, and economic factors, and how these affect social welfare policy development, and create or limit access and availability to social welfare services and programs. Special attention is placed on the differential impact of policies on populations at risk, including women, children, people of color, immigrant groups, older adults, people with mental and physical challenges, and gay, lesbian, bisexual, and transgender individuals.

**SW 335 Human Behavior in the Social Work Environment II (3)**
Prerequisite: Human Biology and SW 330
SWRK 335 is the second of two courses in Human Behavior and the Social Environment (HBSE I and HBSE II). HBSE II traces human development from young and middle adulthood through later adulthood. Gender, gender identity, gender expression, sexism as well as sexual orientation are reviewed in-depth in HBSE II. This course provides knowledge for the assessment of individual human development and behavior and focuses on the biological, psychological, sociological, cultural and spiritual determinants of human behavior. Application of human behavior knowledge to social work practice is applied at the micro, mezzo, and macro levels.

**SW 360 Social Work Practice I (3)**
Prerequisite: All liberal arts foundation courses, SW 230, and a social work major.
This course is one of six in the social work practice and methods sequence. It provides students with beginning level knowledge, skills, and values for generalist social work practice with individuals. Students are provided knowledge of the ecological perspective and systems theory with special focus on the problem-solving process. Students are provided opportunities through classroom experiences and class assignments to learn basic social work processes from engagement through evaluation and termination. Particular attention is given to social work with rural residents and African Americans. Students develop knowledge, skills, and values needed for generalist practice including client engagement, assessment, planning, contracting, implementation, evaluation, termination and follow-up. Basic communication and helping skills are emphasized. Students learn how to engage their clients in appropriate working relationships to identify needs, resources and assets.

**SWRK365 Intervention and Communication Skills (3)**
All liberal arts foundation courses, SW 230, and a social work major.
SWRK 000 introduces students to interviewing, intervention, and communication skills. Students must demonstrate an ability to utilize interviewing and documentation skills in helping relationships with individuals and or families. Students learn by doing through role plays, case scenarios, analysis of taped case presentations, and identifying skills used by master social work interviewers.

**SW 370 Social Work Practice with Families and Groups (3)**
Prerequisite: SWRK 230, 320, 330, 340, 360, and a social work major.
This course emphasizes the generalist approach to social work practice with families and small groups. Special attention is given to prevention and intervention with families that have special needs, and families with diverse racial and ethnic backgrounds. Students are prepared to work with small groups including group process, types of groups, group dynamics, and the role of the social worker as facilitator. This course also looks at the family as the primary social group, family as a system, family problems, and the role of the social worker.

**SW 375 Social Work Practice with Military Families (3)**
Prerequisite: SWRK 230, 320, 330, 340, 360, and a social work major.
This course is designed to develop the military as a focus which is a central component of the program’s mission. Social Work Practice with Military Families emphasizes the ecological systems perspective and intervention with military families. Content will focus on the specific needs of military families, the dynamics of the family environment in a transient context, problems encountered, and service needs. It introduces theories, practice and research relevant to families. Emphasis is placed on the socio-cultural forces impacting family structure and functions. The generalist method of social work practice, the problem solving process and the eco-systems theoretical perspective are utilized to
provide a conceptual framework for practice with military families. An examination of the unique challenges and opportunities facing veterans, active duty military and their families is explored. Topics include programs and services specific to these populations.

**SWRK 410 Generalist Practice Methods III: Communities and Organizations (3)**
Prerequisite: Senior Standing and SWRK 230, 310, 320, 330, 335, 340, 350, 360, 365, 370, 375 and a social work major. Generalist practice with organizations and communities emphasizes theories and strategies for community organization and community development. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation.

**SWRK 435 Senior Seminar (2)**
Prerequisite: Senior Standing, Completion of the BSW pre-field packet, SWRK230, 310, 320, 330, 335, 340, 350, 360, 365, 370, 375, and a social work major.
This seminar course is a bridge between classroom and field. It is a professional development course and requires students to complete a senior portfolio. Understanding that field education is the signature pedagogy for social work, it is essential that students are prepared for and understand the importance of a successful field experience. This undergraduate field seminar provides the opportunity for students to reflect on the application of theory and classroom learning while adapting professional attitudes and behaviors. The seminar environment is for students to process expected field experiences and their capacity to pursue beginning generalist practice. Students will be expected to engage in in-depth self-examination, be open to new ideas and input from others, and continually evaluate their own knowledge, values, and skills. The seminar is a forum for the exchange of ideas, feelings, and experiences relative to practical issues, professional growth and development, cultural diversity, the helping process, and social work values and ethics. Students will receive systematic feedback to help them critically assess their own development as they transition from classroom to field practicum.

**SWRK 445 Cultural Diversity (3)**
Prerequisite: Senior Standing and SWRK 230, 310, 320, 330, 335, 340, 350, 360, 365, 370, 375, and a social work major.
This practice course exposes students to knowledge of racial/ethnic groups and to provide skills for effective social work intervention with these groups. Theoretical and practice dimensions of social work with oppressed people are addressed in this course. Students are guided in understanding their own cultural and ethnic heritage, increasing their sensitivity to the ethnic reality of culturally diverse groups in this country, as they prepare to work with diverse populations. The meaning of similarities and differences among diverse racial and ethnic groups in the United States will undergo in-depth study. The concepts of race, culture, ethnicity, prejudice, discrimination, institutional racism, institutional discrimination; and oppression provide the context for this course.
**SWRK465 Field Practicum I (8)**
Prerequisite: Senior standing completion of all courses and other requirements. Open only to social work majors.
This is a supervised field practicum experience in an approved social work agency which focuses on the development of beginning competency in the application of theory and skills acquired in the professional foundation courses to work with individuals, families, groups, and communities as a beginning generalist. Professional behavior, demonstration of social work ethics, use of the problem solving process, practical application of interviewing and recording skills, use of community resources and knowledge of the agency’s fit in the human service delivery system are highlights of the course. Students spend four days per week in a block practicum for a total of 480 clock hours for the semester.

**SWRK475 Integrative Seminar (2)**
Prerequisite: Senior standing completion of all courses and other requirements. Open only to social work majors.
The purpose of the integrative field seminar is to provide the student a forum for the integration of academic learning within an agency-based field placement. Focus is on the common experiences and concerns of field students in their evolution from student to social work practitioner. The seminar includes discussions on selected topics (both instructor- and student-initiated) and agency and case presentations by students. Seminar students have an opportunity to discuss issues related to their learning experiences in the agency. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying social work knowledge, values, and skills from one setting to another.
SECTION III
FIELD EDUCATION SEQUENCE:
DESCRIPTION & COURSE OBJECTIVES
Field education is an integral part of the educational process of the Bachelor of Social Work Program at Fayetteville State University. In field education, students are provided educationally directed learning experiences in social service agencies or community settings under social work supervision. Students apply, test, and integrate the principles, theories, skills and values presented in the classroom as they work with individuals, families, groups, organizational systems, and communities in the field placement settings. Philosophically, the field education program is oriented toward the application of principles of adult learning and a learner centered teaching model that empowers interns to direct their own learning.

Block field placement is the model used for the BSW program. The interns are at the field placement agency a minimum of four days each week. Students must accumulate a minimum of 480 hours for their block placement. Interns are encouraged to complete additional hours in order to get the best possible experience from the agency setting when possible.

Models of Learning

Two models are used primarily by field instructors. These models include the apprenticeship model and a role modeling system. When using the apprenticeship model, the student observes the field instructor’s behavior, the field instructor passes on practice wisdom via modeling, and then the student practices what is observed. As student’s progress in their knowledge and skills, a combination or more exclusively a role systems model may be utilized. When using the model identified as the role systems model, the student has responsibility to negotiate with the field instructor for the learning and has influence over the learning outcomes: a partnership of learning model. This model fits with the program move to a learner centered teaching model.

Faculty will use a variety of methods to foster the linkage between the field education experience and the classroom experience. These assignments will be designated in the classroom syllabus and should be reviewed with the field instructor at the field instructor’s training and at the beginning of the semester. This responsibility lies with the field intern to integrate these assignments into the agency field experience. These unit assignments then may be coordinated with other field education learning experiences. This component provides an organized method to foster integration of classroom content with the field learning experience.
Documentation /learning tools:

Documentation/learning tools provide a guide to the evaluation of student performance in field placement. They are designed so that the student may demonstrate in practice and written work their attainment of goals. The major objectives are then broken down into components for the mid-term and final evaluation processes.

Each document/learning tool provides an opportunity for self-evaluation and feedback among the field education team. For example, professional behavior is demonstrated through information gleaned from the field attendance log. Interns who do not keep to a schedule, are behind in hours, or work sporadic hours can be identified through review. The learning contract demands critical thinking skills, written communication skills and abstract thinking skills to develop and to implement. The weekly journal both in the writing of it and the review of it provide opportunities for evaluation of the learning experience. The monthly report helps analyze the workload and helps determine future assignments. Detailed information regarding each form is listed below:

Learning Contract (Educational Plan):

The Learning Contract is a teaching and learning tool that articulates the areas of learning the field experience should provide. It is a very important aspect of social work education in the field and is a basis for accountability. The Learning Contract is used as a focus throughout the placement for agency visits and for any issues that may require additional clarification or problem solving related to student’s performance or the specific tasks and assignments given to students.

The Learning Contract states clearly and concisely the 10 educational competencies and 41 practice behaviors to be achieved and demonstrated across the semester. A copy of the learning contract can be located in the appendices. This learning contract is a working document and should be updated and amended as necessary over the course of the semester.

Instructions for Completion of the Learning contract: The Learning contract should be developed by the student and the Agency Field Instructor within the first four weeks of placement at the agency. The faculty liaisons provide consultation in the development of the Learning contract.
1. Educational competencies: indicators of progress and learning activities are developed that reflect the learning expected and desired in field placement. The learning activities are identified according to activities available in the agency which can help the student accomplish desired outcomes and demonstrates proficiency in the 10 competencies and 41 practice behaviors.

2. Measurement criteria can include written material appropriate to the agency setting that is reviewed by the student, Agency Field Instructor, and Faculty Liaison. Direct observation of the student’s work is encouraged and expected. The indicators of progress can be behavior indicators and evaluative indicators which can help the student accomplish desired outcomes.

3. The Learning contract may be modified during field practicum but only with the consent and approval of the Agency Field Instructor and the Faculty Liaison.

4. The Learning contract should be reviewed at least monthly by the student intern and the Agency Field Instructor and progress reported on the Student Monthly Report.

5. The Learning contract provides essential information for supervision meetings between the student and the Agency Field Instructor. It also provides an opportunity for the Agency Field Instructor to provide feedback and evaluative information based on the student’s desired goals. It also creates a basis for the student evaluation process.

6. The Learning contract should be reviewed and signed in conference with the Agency Field Instructor and the student.

**Student Field Attendance Documentation Log:**

The student will keep a log from the first day of field placement that delineates hours spent in field placement. The field attendance documentation log must be co-signed by the field instructor or a designated agency representative. A student will not receive a passing grade if he/she has not worked the minimum number of required hours in field instruction. The minimum number of hours of field for the BSW Program is 480 hours.

**ACTION ITEM:** It is the responsibility of the intern to ensure that he/she meets the minimum required hours for his/her placement before the end of the semester.
**Student Weekly Journal**

The intern will turn in a weekly journal. The journal will be a learning tool for all members of the field education team. The intern will trigger this experience by their reflections on the prior week’s activities and how they have met the objectives of the field instruction course. After reading the journal, the faculty field liaison will have an opportunity to also make needed adjustments in the overall learning process.

**Student Field Practicum Monthly Report:**

Students are expected to complete a monthly report to be reviewed and signed by their field instructors. The form must be submitted to the faculty field liaison by the 2nd Monday of each month. Student Field Practicum Monthly Report must be discussed and reviewed by the field instructor during a supervisory conference.

**Process Recording:**

The Process Recording is an educational exercise in which the student makes a written record of a client interview or interaction, and then analyzes the interaction for learning purposes. In the Process Recording all communication, verbal and non-verbal, is recorded based on the student’s best recollection of the interview. It helps the student identify strengths and weaknesses, and to improve self-awareness. Students are required to complete 1 to 2 process recordings each semester.

**The Field Practicum Evaluation: Student/Field Instructor/Field Liaison:**

The mid-term and final evaluations are required by the BSW Program, and are expected to be completed with the input and review of the student, the field instructor and the field liaison. During the mid-term evaluation each semester, the student, field instructor and field liaison will meet at the field agency to discuss the student's progress and assess the learning opportunities available in the field agency.
Formal University Evaluations at midterm and end of semester:

Students are formally evaluated at mid-semester and end of semester by the field instructor. Evaluation instruments are provided in the BSW Field Manual Appendices. A copy of all required evaluation forms are to be submitted to the faculty field liaison.

The recommended procedure to use for formal evaluation is as follows:

The intern completes a draft of the evaluation. The field instructor completes a draft of the evaluation. The intern and field instructor review both drafts together striving to reach consensus. The draft information is turned into a final evaluation form, signed by the intern, the field instructor, the faculty field liaison as well as the coordinator of field.

Based on the final field evaluation rating, a grade of A, B, C, D or F is awarded by the faculty liaison. The seminar instructor awards the final seminar grade.

Professional Behavior:

Interns who manage their field education experience should evidence the following high professional standards of behavior in accordance with the following criteria:

A. The field intern demonstrates a high level of professional behavior in that client needs and agency responsibilities generally take precedence over personal needs.

B. The intern is prepared for the supervisory conference with an agenda and requests feedback for professional growth.

C. There are no problems with time and attendance, dress, attitude and professionalism in the work place.

D. The intern offers useful feedback to the agency and field instructor on changes that could facilitate the field education experience at the agency such as proactively requesting additional assignments to meet course objectives.

E. The intern demonstrates awareness of the need for lifelong learning to remain a competent practitioner.

The field instructor and the intern will be asked to rate the intern’s performance in this category at the end of the semester which will be documented on the midterm and final
evaluation. The faculty field liaison will review the documentation/learning tools and professional behavior sections to confirm the field instructor and intern’s self-evaluation.
SECTION IV
THE FIELD EDUCATION TEAM:
ROLES AND RESPONSIBILITIES
The Field Advisory Committee

All members of the Field Advisory Committee are bound by the ethics and values of the social work profession and serve strictly in an advisory role. The roles and responsibilities of all members of the Field Advisory Committee are specifically outlined so that there is clarity of function. The Field Advisory Committee will include the Coordinator of Field Education, Faculty Field Liaisons, the Agency Field Instructors, community partners, and most importantly, student interns. The program is responsible for all aspects of the student’s education. Agency staff members serving as field instructors have delegated responsibility for supervising this important aspect of student learning. The Coordinator of Field Education and the Field Committee are responsible for the administration of the field practicum experience. This responsibility is primarily carried out by the faculty in the BSW program.

The Student’s Role

It is the responsibility of the student to become a professional individual who strives to obtain the knowledge and develop the skills and values necessary for professional social work practice.

Students are expected to attend all supervisory sessions. In the sessions, field instructors assign, review, and analyze the students’ experiences and guide them in skill and professional development. Students are expected to make relevant contributions to the learning process by being prepared for each supervisory session and discussing pertinent questions and issues with the field instructor. These supervisory sessions are documented on the supervision meeting form included in the manual appendix. The review of these forms becomes a basis for evaluation. In SWRK 475 (Field Seminar), the student is expected to ask for support and feedback as necessary. The student should also be able to be proactive in asking for assignments that meet their own learning needs.

Responsibilities of the students are as follows:

1. Observe the rules and regulations of the agency, as well as the values and ethics of the profession (Students are expected to abide by the dress code established by their field practicum site).

2. Complete the daily attendance log which is maintained by the agency, as well as completing all other required forms. When unplanned absences or lateness occur for reasons beyond one’s control, the student shall arrange for the field instructor
(or another agency appropriate person) to be notified within the hour of the usual time of the student’s arrival.

3. Cancel and reschedule appointments and arrange for tasks to be handled when absences occur, in compliance with agency procedures.

4. Earn the designated minimum number of hours required for the semester. When problems occur in reaching the minimum number of hours, the student shall arrange to complete the required hours as planned with the field instructor and the faculty liaison. If a student completes the minimum number of hours prior to the end of the semester, these students must remain in placement until the official end of the semester.

5. Attend field work as scheduled unless these are official agency or school holidays. School holidays, as a rule are observed, but on occasion, students may need to continue in the instruction if their absence will interrupt the client-worker plan and/or progress. The field instructor makes the final determination in this area.

6. Attend and participate in field related workshops sponsored by the Dept. of Social Work. Students may attend professional conferences, workshops, etc., held on the field Instruction days and be credited with hours in the instruction if approved by the field instructor, the faculty field liaison, and the Coordinator of Field Education. **Students must inform field instructors, the Faculty Field Liaison, and the Coordinator of Field Education verbally and in writing one week prior to any requested absences.**

7. Prepare for and attend all scheduled supervisory conferences and obtain a clear understanding of the material presented and tasks assigned.

8. **Respect the confidentiality of all case materials and client interviews.**

9. Share observations, questions, and concerns with the field instructor and faculty field liaison, especially in those situations where the client may be dangerous to self, others and subject to abuse.

10. Resolve problems or difficulties with the person with whom they occur in a professional manner. Resolution of difficulties should follow the appropriate chain of command, which are the agency Field Instructor, Faculty Liaison and Coordinator of Field Education.
The Field Education Agency

The agency is a major component of the Field Instruction Program. The agency is the vehicle through which field instructors and liaisons orchestrate the student’s field learning experience.

Responsibilities of the agency include:

1. Provision of learning experiences for the students that adhere to the BSW Program mission, goals, and objectives.
2. Provision of experiences to work with populations-at-risk and diverse groups, and economic and social justice issues.
3. Provision of appropriate supervisory and instructional personnel to insure quality learning experiences for the students.
4. When possible, provision of travel reimbursement for student expenses incurred while performing agency business.
5. Preparation of agency personnel for the arrival of students.
6. Provision of opportunities for students to utilize more than one social work intervention approach.
7. Provision of adequate space and supplies for students.
8. Provision of agency policies and procedures.
9. Provision of an agency environment that is supportive of social work values and ethics.

The Field Instructor’s Role and Responsibilities

Supervision with Field Instructor

Field instructors agree to meet individually with field students for a minimum of one hour per week as well as on an as needed basis.

The agency based field instructor supervises and plans assignments for the students which will enable them to correlate classroom theory and field experiences in order to develop practice competencies and behavior. In the supervisory sessions, field instructors assign, review, and analyze the students' experiences and guide them in skill and
professional development. Students are expected to make relevant contributions to the learning process by being prepared for each supervisory session and discussing pertinent questions and issues with the field instructor. These supervisory sessions are documented on the supervision meeting form included in the manual appendix. The review of these forms becomes a basis for evaluation. In SWRK 475 (Field Seminar), the student is expected to ask for support and feedback as necessary. The student should also be able to be proactive in asking for assignments that meet their own learning needs.

**Agency Based Field Instructor’s responsibilities are to:**

1. Develop an agency specific educational plan/learning contract with the student and/or faculty liaison.
2. Monitor students’ hours for the placement by both sign in and out sheets and attendance log.
3. Review, supervise and evaluate student learning activities.
4. Review and evaluate students’ written assignments.
5. Participate in field Instruction orientation and other meetings related to field Instruction.
6. Serve as a professional role model for students.
7. Complete the mid-term and end of term evaluation of the student.
8. Meet with the intern and the faculty field liaison as required and notify the faculty liaison as soon as possible of any unusual circumstances related to the student’s instruction experience.
9. Insure that students are oriented to agency formal and informal policies and procedures.
10. Hold an evaluation conference meeting with the student where the written evaluation may be discussed and signed.
11. Hold weekly conferences with students that are documented.
12. Use the field manual as an instruction experience guide, completing all forms with student interns in a timely manner.
13. Review course syllabi when distributed to aid in the integration of the field experience with classroom content.

**Task Supervisors**

Task Supervisors are non-BSW or MSW agency employees who are highly experienced in the area or program to which the student will be assigned. They work in coordination with the off-site Field Instructor and the Faculty Liaison. They are utilized under extreme circumstances in special field placements to provide training and supervision to field interns. The responsibilities and role functions of the Task Supervisor are monitored by the Faculty Liaison and the Coordinator of Field Education to ensure that field placement standards are maintained.

**The Task Supervisor’s responsibilities are to:**

1. Consult with the Field Instructor in identifying learning assignments (Learning contract) for the students.

2. Provide supervision to the field practicum student when they are completing assigned tasks for the practicum experience.

3. Provide weekly supervision conferences with the student and provide assistance in planning field assignment.

4. Consult and maintain contact with the field instructor and Faculty Liaison to monitor student field placement progress.

5. Consult with the student and Field Instructor in completion of the student evaluation.

6. Attend Field Instructor Training/field conference.

**Faculty Field Liaison’s Role**

Faculty field liaisons are assigned to work with all students in field placements. Their primary purpose is to assure students’ integration of classroom learning with field experiences and to assist the field instructors in developing appropriate educational experiences for the students.

**Responsibilities of Faculty Field Liaisons include:**
1. The faculty field liaison is required to visit the agencies for conferences with field instructors and students. The visit should occur at the time of the mid-semester evaluation. In some cases more visits are preferred to assure the social work educational component particularly, when a task supervisor who does not have the MSW or BSW degree. The field liaison will notify the field office for approval when the required visits are planned to be reduced.

2. The faculty field liaison assesses the students’ progress toward achieving the educational expectations:

3. The faculty field liaison assists with the development of the learning contract/education plan

4. The faculty field liaison accepts and reviews students’ attendance logs

5. The faculty field liaison reviews and critiquing students’ recordings and reports

6. The faculty field liaison Reviews students’ participation in supervisory conferences

7. The faculty field liaison determines students’ integration of values and skills in their learning experiences

8. The faculty field liaison provides clarification of the educational experiences to field instructors and students

9. The faculty field liaison assists in the integration of classroom learning and field experiences

10. The faculty field liaison assists in the ongoing evaluation of the student and monitoring students’ progress throughout the placement.

11. The faculty field liaison assigns students’ grades in collaboration with the field instructor.

12. The faculty field liaison participates in field Instruction orientation and other meetings related to field Instruction.

13. The faculty field liaison participates in meetings of the Field Committee.
14. The faculty field liaison completes and submits the liaison’s report following each agency visit in order to provide feedback about the agencies, field instructors and students to the BSW Coordinator of Field Education.

15. The faculty field liaison participates in grievance procedures.

16. The faculty field liaison participates in the decision making process of assigning students to field agencies and the re-assignment process of students to agencies if necessary.

17. The faculty field liaison participates and initiates as appropriate the Academic and Non-Academic Termination Policy with field instructors upon finalization of the policy.

BSW Coordinator of Field Education:

The BSW Coordinator of Field Education is responsible for the Field Instruction Program. This responsibility is implemented in collaboration with the BSW program director and the faculty. The Coordinator of Field Education’s primary purpose is administering the program so that students receive opportunities for the attainment of knowledge, development of skills and values consistent with their educational needs and the objectives of the program. Selecting placements for students, setting standards of achievement, and developing measurement/reporting instruments are included in the overall responsibilities of the Coordinator of Field Education. The Coordinator works closely with the BSW Program Director, and faculty field liaisons toward achieving the objectives of the program for the students’ education and providing stimulation and growth opportunities for the agency field instructors.

Responsibilities of the Coordinator of Field Education:

1. Identification, selection and evaluation of agencies for field instruction.

2. Visits or telephone contacts to agencies in which students are placed.

3. Provision of general and specific information to agencies regarding the BSW Program.

4. Development and implementation of an orientation program for students, faculty and field instructors.
5. Management and supervision of faculty field liaison activities.

6. Monthly meetings with faculty field liaisons.

7. Identification and assessment of students’ readiness for field Instruction;

8. Coordination of needed action to resolve grievances that are brought to the Coordinator of Field Education.

9. Collaboration with research faculty in insuring that practice research completed by students meet program agendas and insure guidelines for student’s research.

10. Participates in CSWE activities, particularly as they address field instruction courses.

11. Support the development of continuing education activities for the practice community.
SECTION V
THE FIELD EDUCATION PROCESS
Field Education Requirements

The Field Practicum is a required course in the Fayetteville State University BSW curriculum and must be satisfactorily completed in order to earn a BSW degree. The curriculum focuses on helping students develop the knowledge and skills for beginning generalist social work practice. The Practicum engages the student in supervised social work practice and provides students with opportunities to apply classroom learning in the field setting.

Criteria and Procedures for Selection of Field Agencies

1. The BSW Field Coordinator develops and selects field agencies as practicum sites. Several criteria are used to make selections:

2. Agencies must provide a variety of services therefore affording students opportunities to have a variety of learning experiences that are consistent with preparation for beginning generalist practice.

3. Multi-service agencies are preferred when possible, that provide services to a diverse group of clients including rural populations, military families, African Americans, children and the elderly.

4. Agencies must have an experienced BSW or MSW social worker with two years of social work practice experience and willing to provide supervision to BSW students who are preparing for beginning generalist practice.

5. When and if there is no experienced BSW or MSW social worker in an agency previously identified, faculty in the Department of Social Work, or an experienced social worker at another site may be utilized to provide social work supervision. An experienced non-social work practitioner may be used to provide direct day to day supervision onsite, when needed. This non-social work practitioner is referred to as a task supervisor.

6. Agencies must be willing to enter into a contractual agreement with the university and the Department of Social Work to serve as a field practicum site for our students.

7. The agency’s philosophy of service and practices must be compatible with the educational objectives of social work which embody the values and ethics of the profession.
8. Agencies selected for field practicum by the Department must have a nondiscrimination policy and must be in compliance with Title IV of the Civil Rights Act of 1964. It is the policy of the Department that in the delivery of services no person will be denied services based on race, color, sex, age, sexual orientation or national origin, is excluded from participation, denied benefits, or subjected to discrimination under any program or activity of that agency;

9. The agency should be in good standing in the community and in the profession, and should qualify for membership in local, state, or national accrediting organizations appropriate to its field of service;

10. The board of the agency, as well as the administrator and staff, should be committed to a field education program as a significant function and responsibility of the agency;

11. The social work staff should be of such size as to maintain and develop the basic program of the agency without reliance on students;

12. The agency should be large enough to allow for a variety of learning experiences for students;

13. The agency should be interested in research and be committed to evidence based practice and assisting students to acquire a research perspective.

14. The agency should make available whatever appropriate instrumental means necessary for the students to effectively perform the tasks assigned.

**Procedures for Selecting Field Settings**

1. Potential field sites are solicited or identified by the BSW Field Coordinator, and referrals are received from various sources including agencies that self-identify, other field instructors, faculty, and students. Once an agency has been identified, the Field Coordinator visits the site to conduct a visual inspection, and meets with the BSW or MSW supervisor, and the administration. During this initial visit, the Field Coordinator reviews the mission and goals of the BSW Program, the goals of field education, and the Memorandum of Agreement; the mission and goals of the agency, and the nondiscrimination policy for consistency and compatibility. If the initial visit is successful, an agency field application/profile is presented for completion and submission to the BSW Program.

2. Upon receipt and approval of the application by the BSW Field Coordinator, a Memorandum of Agreement (MOA) between the University and the Agency is
completed and approved.

3. All field instructors complete a separate Agency Field Instructors’ Form.

4. Once the agency is approved and the MOA completed, all agency field instructors, task supervisors and in some cases, agency administrators attend a mandatory field orientation. This meeting is used as a mechanism for familiarizing new agency personnel, and field instructors with the program, the curriculum, the field education office and processes, documents, and expectations.

5. The Field Manual is distributed to all agencies and field instructors.

**Criteria and Procedures for Selection of Field Instructors**

Field instructors who supervise BSW level students must hold either the BSW Degree with a minimum of two years of Post-BSW direct practice experience, or the MSW degree and a minimum of two years Post-MSW direct practice experience from a program accredited by the Council on Social Work Education. The potential field instructor is identified during the agency visit, completes an Agency Field Instructor’s Application /Profile and is interviewed by the BSW Field Coordinator or a designee. During the interview the prospective field instructor is provided information about the BSW program, expectations and requirements of the agency and field Instructor, and the prospective field instructor’s capacity to meet the requirements. Prospective field instructors are invited, and required to attend a mandatory field orientation. Once the field orientation is complete, the prospective field instructor becomes a fully certified field instructor for the BSW Program, receives a certificate of completion, and continuing education units for the training component.

**The Field Education Process: Getting Started in Practicum**

In the first few weeks of the field practicum it is critical that the student, field instructor, and field liaison develop mutual expectations around not only when to communicate, but also develop an understanding of the different styles and expectations around communication. The BSW Program has defined some expectations about how often each of the parties should meet together. This section includes information on:

- Establishing Contact Requirements
- Student: Agency Orientation Suggestions
- Teaching and Learning Styles
Contact Requirements: Field Instructors, Field Liaison's and Students

1. Students and Field Instructors have a mutual responsibility to contact each other prior to the start of the practicum, and to arrange an initial meeting date.

   a. Prior to the beginning date of practicum, all students who are in practicum will meet their Field Liaisons at the BSW field orientation meeting prior to the start of Practicum. During this meeting, the Field Liaison will give students his/her contact information and share his/her general approach to the Field Liaison role. The Student should inform the Field Liaison of the preliminary arrangements made with their Field Instructor concerning agency orientation and the start of practicum. Additionally, they should share their contact information as well as any special needs or issues that may affect his/her learning in the Practicum. Contact information should include: mailing address, phone and e-mail address.

   b. It is expected that Field Liaisons will contact the Field Instructor during the first 2 weeks of the student starting practicum to provide information about the best ways to communicate about student progress, and to initiate a beginning relationship with the field instructor.

   c. It is expected that Field Instructors will provide a minimum of 1 hour of supervision each week to the student

   d. It is expected that Field Liaisons will meet with the student and the Field Instructor at the field agency during the first two weeks of placement and at the middle of the semester to review the student’s progress and discuss the midterm evaluation. A telephone call at the beginning of the semester, during the middle of the semester and near the end of the semester is required. Extended telephone conversations and emails may also be beneficial.

   e. It is expected that the Student and Field Instructor will be available for supervision and meetings with the Field Liaison.

   f. Students, Field Instructors and Liaisons need to keep each other informed about any events that might influence the student's field placement. Early identification
of issues is critical in preventing problems, so please communicate openly. Please contact the Coordinator of Field Education for additional support when there are unresolved issues, or when you need help brainstorming an intervention or solution.

**Student: Agency Orientation Suggestions**

While most agencies have some specific requirements that have to be completed during a student's orientation to the agency prior to becoming actively involved in the work of the agency, here are some suggestions that Field Instructors and students may find helpful:

1. Develop a brief orientation manual that includes:
   a. Organizational chart  
b. Agency procedures  
c. Map of the agency  
d. Timesheet procedures  
e. Confidentiality guidelines  
f. Ethics  
g. Community agencies/resources  
h. Agency contact information and staff phone numbers  
i. Sample release of information forms  
j. Sample of other forms  
k. Other helpful resources for working with the agency client population  
l. Ideas for how to engage with students  
m. Local restaurants, etc. for out of town students

2. Provide students with an orientation handbook and review it with the student. It is important for students to spend some time not only learning about the site where they will be assigned, but to also visit other sites within the organization and collaborating agencies. For example, the student may be assigned to work with families and children, but it also important for them to visit the senior service center within the agency. In many agencies, practicum students are included in all staff meetings, board meetings, and quarterly meetings, as well as invited to all training opportunities. All of these components help the student to feel more part of the team.
**Student Personal Safety Guidelines**

The BSW program expects that all Field Instructor's will develop and review a safety plan with the student. This should be one of the first tasks completed in Supervision.

Students are also expected to adhere to safety guidelines as stipulated in the placement agency policy manual. It is expected that students and agencies take safety precautions in field placement agencies. The agency is responsible for providing students an agency-based orientation on safety and infection control, which should be one of the first tasks completed in supervision. Students are also expected to follow the NASW Code of Ethics concerning safety guidelines (see Appendix for NASW safety guidelines).

**Teaching and Learning Styles**

An important aspect of communication is an understanding between the student and the Field Instructor about learning styles. Most teachers adopt a style of teaching which matches their own learning style, but which may be different than that of the student's. Many misunderstandings can be avoided if both the student and Field Instructor take the time to complete the Learning Style Inventory. Not only can misunderstandings be avoided, but also through awareness of one’s own learning style an expansion of both learning and teaching styles may take place. This is important since one of the roles of the social worker is to educate.

**Practicum Completion Plans**

The BSW Program offers block field placements as the only option for completing practicum hours for BSW students.

The Block placement means that the student will complete his/her field assignment across one semester. The field education calendar parallels the University’s calendar, with students entering Practicum the first day of classes and ending the last day of classes unless makeup hours are needed to complete the required hours for the semester.

This section should be read in conjunction with the BSW Program Handbook, which details policies and procedures for the BSW program. Only issues pertinent to Field Education will be discussed in this section.
Minimum Clock Hour Requirements

BSW Students are expected to complete a total of 480 hours in the practicum during one semester of block placement. The 480 hours must be completed during one semester under the auspices of a four-day work week (M-Th.). However Fridays are included as needed. Any schedule of completion must put student learning as the top priority.

In general, students will be in the agency during regular working hours; however, exceptions may be negotiated with the Field Instructor based on the agency’s need and availability of supervision. All students are expected to be in the agency at least 32 hours per week in order to learn the agency’s context for practice. It is the student's responsibility to keep a written record of their field practicum hours.

University policy on University holidays, mid-semester breaks and inclement weather

1. In most cases, students will follow the agency schedule. With sick/family leave it is expected that students will behave in a professionally responsible manner and make appropriate arrangements for their absence.

2. Holidays, mid-semester breaks: Students are entitled to FSU's holidays/Mid-semester University breaks. However, in order to maintain continuity of care to clients, students should develop an appropriate plan for client coverage with their field instructor during these absences. The learning contract and student evaluation are due on the dates specified on the Field Education Calendar regardless of the spring semester starting date.

3. It is not expected that students will be in practicum during these breaks and thus no practicum hours are accrued.

**ALERT:** Students may choose to attend practicum during FSU breaks, but these hours may not be used to complete the practicum early. Rather, these hours may be used toward the students total hours accumulated.

Inclement Weather:

4. Students are expected to attend practicum during inclement weather if the agency is open. If the agency closes due to inclement weather when a student is
scheduled to be in attendance, students are not required to attend practicum, however, hours need to be made up in order to complete the minimum 480.

It is important for students to be in practicum while classes are in session so that they will continue to have the learning opportunities needed to support classroom assignments and so agencies can assign professional duties within known temporal parameters.

**Attendance at field agency-University authorized educational programs**

1. The Field Education Office is supportive of students counting the following activities toward their total clock hour requirements when negotiated with, and agreed to by the student's field instructor, in advance of the event.

2. Attendance at school-sponsored educational programs. Examples of school sponsored educational programs include Social Work Month events, and membership on departmental committees. Prior approval must be obtained from the Field Instructor or the student’s supervisor.

**Guidelines for Supervision and Evaluating Student Performance**

The practicum offers students the opportunity not only to develop knowledge and skills for social work practice, but to also develop a professional identity as a social worker and as an employee. Students are expected to adhere to the same standards of conduct as the employees in their field education agency. Once the student and field instructor have agreed to a schedule of attendance, students are expected to adhere to this schedule unless they are ill, have an emergency or have negotiated an exception with the field instructor. If the student is unable to adhere to the schedule due to illness or personal/family emergency, he/she is expected to inform the field instructor, and others affected by the student's absence immediately so that his/her responsibilities can be covered. If the student is unable to adhere to the agreed schedule on an ongoing basis, affecting both the agency and his/her learning, the field liaison should be informed and a plan made for student continuation in the practicum.

**Field Instruction:**

Field instruction is the primary means through which a collaborative relationship is developed between the student and the field instructor, and also the means through which expectations are clarified and performance evaluated. This is a time to reflect on the activities of the past week - not just to report what you did, but also to discuss learning
points, share successes and struggles, and identify any specific needs you may have. This time is different than the informal contacts that occur with the Field Instructor and other agency staff. It is a planned, scheduled time that is set aside to discuss the student's social work practice. The BSW program expects that the student and field instructor will meet weekly for one hour. Depending on the setting, either individual or a combination of individual and group supervision is appropriate.

Here are some suggestions to help make the field instruction time most effective:

1. Meet weekly, throughout the year, at a regularly scheduled time with few or no interruptions.

2. The student should prepare an agenda of important issues he/she wants to discuss.

3. Use this time to focus on the student's practice (questions, experiences and concerns about practice), rather than as a time to schedule tasks.

4. The student should come prepared with her/his written process recordings, and video or audio-tapes. The importance of video/audio tapes and process recordings should not be underestimated. Though they can be a great deal of work, and sometimes embarrassing to review, they are instrumental in our growth as social workers. They are usually our most potent learning tool with such things as how our verbal tone, body language, and word choice affect our clients and other work associates;

5. The field instructor will review the student's written process recordings, video and/or audiotapes and then together will discuss the student's strengths and areas for improvement.

6. The student and field instructor will work to develop an open, honest and professional relationship. Part of this relationship will include determining the most effective ways to give each other feedback.

7. Students shall embrace mistakes as an opportunity to learn; field instructors will provide constructive feedback to the student about his/her activities, along with noting her/his strengths.
8. The student and field instructor should discuss their Learning Style Inventories (located in the Introduction section of this Handbook) and find the strategies that are most helpful in facilitating the student's learning. Developing and trying new learning strategies is encouraged;

9. The student will use the NASW Code of Ethics not only as guide to his/her work with clients, but as a guide to interactions with all other members of the agency;

10. The student should discuss what she/he is learning in classes with the field instructor, in the same way that he/she discusses what is occurring in the practicum with her/his classmates and instructors.

11. This list provides some basic guidelines. The most important thing to remember is to meet regularly, be prepared, and use the time for the student to learn about themselves and their work.

**Written Communication Requirements for Practicum (Student):**

Written communication is a critical skill for the professional social worker. The development of these skills in practicum serves two purposes:

Critical self-reflection: students must learn to critically examine and evaluate their own practice with client systems and agency staff. Examples of this type of writing include process recordings and journals. This type of writing is also an important method by which the Student and Field Instructor can collaborate about and discuss the student's work. It is also an important mechanism for the field liaison to stay informed about the student's ability to be self-reflective. The major purpose of this type of writing is for student growth and learning and it does not belong in agency files. With this type of writing the process is more important than form, and does not require detailed attention to spelling, grammar, punctuation, etc.; however, it must be written in such a way that those with whom it is shared can understand the meaning.

Agency documentation is designed to contribute to the ongoing work of the agency, and includes such forms as client assessments, summaries, charts, progress notes, court reports, and working memoranda. The major purpose of this type of writing is to communicate with others about the work accomplished and typically belongs in agency files. With this type of writing, not only is the content critical, but so is the format. Attention to spelling, grammar, punctuation, etc. is imperative, since this written work
communicates social work professionalism and skill. In accordance with HIPAA requirements and the NASW Code of Ethics all identifying client information should be changed or blacked out.

Students are expected to follow the privacy rules established in the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and not use any Personal Health Information in their writing samples that may identify the client systems with whom they are working.

**Providing Feedback to Students**

It is extremely important to identify any issues-as early as possible-which may hamper the student's learning in practicum. In order to accomplish this, a number of different mechanisms have been established to evaluate student progress on an ongoing basis. These include:

**Field Instructor Feedback of Faculty Field Liaison and Field Instruction Office**

The field instructor is given an option to complete feedback forms. Information from this form is used by the Coordinator of Field Education to assess the effectiveness of the faculty field liaison program, to define training needs and to give field instructors an opportunity for input to the Field Instruction Office.

**Student feedback of field instruction**

Students are requested to provide feedback of the field placement on the form for that purpose (In Appendix Section). This information will be used by the Coordinator of Field Education in determining student selection for future placements in the agency, training needs, agency strengths, areas of growth, and to provide students an opportunity for input. Students also complete the Field Instruction Office Feedback Form and participate in field instruction office orientation.

**Faculty field liaison feedback of field agency and instructor**

Faculty field liaisons are requested to provide feedback of the field agency and field instructor on the feedback form. The form is listed in Appendix Q. The faculty field liaison’s aggregate feedback will be discussed in the Field Committee meeting on a
yearly basis. A plan will be devised to provide consultation and work with agencies and instructors who are having difficulty in meeting requirements.

The methods that the faculty has discussed in improving the return rate of this informal mechanism for feedback from field instructors are:

(1) Require that the students get the form completed by their field instructors

(2) At the Spring Field Instructor Orientation, report the results from the prior year survey and how the information was used to motivate completion of the form.

(3) Send a self-addressed and stamped envelope for each mailing of the request for the feedback forms.

(4) Mail forms earlier to insure adequate follow up time for those agencies that did not respond.

(5) At the Field Instructor training, ask the field instructors to provide input in writing as part of the agenda.

The field liaison is also required to complete a monthly report, and a telephone contact form. Additionally, if there are concerns with the student’s performance, the practicum site, the field instructor or task supervisor, the field liaison must complete a practicum concern form. These forms must be submitted to the Coordinator of Field Education.

**Grades**

Students receive credit for their practicum only after they have completed the total number of clock hours. Grades are assigned by the Field Liaison for the field practicum and occur two different times during the year (midterm and final).

If a student receives an unsatisfactory grade of D or F at the end of the semester, the student will not receive any credit for the practicum in which she/he has been enrolled and the field liaison, Coordinator of Field Education, and BSW Program Director will meet with the student to discuss the student’s future in the program. If a student receives a grade of F in their field practicum, they are withdrawn from the Bachelor of Social Work Program.

If a student receives an Incomplete (I), a written plan for completion of the practicum must be developed by the student, in conjunction with the field instructor. The plan must
be approved by the field liaison, and the Coordinator of Field Education and the BSW Program Director. All parties should have a copy of the written plan.

An unsatisfactory grade in practicum may be assigned if a student engages in behavior described under “Grounds for Dismissal” in the next section. In these instances, dismissal will be immediate.

**Change of Grade and Grade Appeal**

Change of a grade in practicum, as in all courses, may be made only if the original grade resulted from error, as stated in the University Policies & Regulations:

Appeals related to grades are addressed through the University’s grade appeals process. It is an important part of the teaching responsibility of the faculty to provide careful evaluation and timely assignment of an appropriate grade to each enrolled student. There is a presumption that assigned grades are correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. In the absence of compelling reasons, such as instructor’s error or clerical error, etc., the grade determined by the instructor of record is to be considered final.

**Grounds for Dismissal**

Grounds for Dismissal may include behaviors which may be exhibited in interactions with clients, field agency staff, faculty, students, and other individuals. These behaviors are specified in the Student Code of Conduct for the University and the BSW Program. For example, such behaviors may include, but are not limited to the following:

Behavior that is illegal, does not adhere to the NASW Code of Ethics, or reflects other forms of inappropriate professional behavior will be grounds for dismissal from the BSW program. This could include, but is not limited to sexual or racial harassment or harassment concerning sexual orientation, threatening behavior, plagiarism, theft, and sexual misconduct with clients, and illegal use of drugs and other substances. This is inclusive of all behavior related to the status of students in the BSW Program.

In these instances dismissal will be immediate. However, if the student’s behavior does not meet the criteria for immediate dismissal, the following procedures must occur before an unsatisfactory grade will be assigned in field education:
Students are responsible for reading University and BSW Student Handbook as well as the NASW Code of Ethics. Students will be held responsible for knowing the information about professional conduct specified in these documents.

**Protocol for Student Performance Concerns**

If the student's behavior does not meet the criteria for immediate dismissal, the following procedures must occur before an unsatisfactory grade will be assigned in the practicum:

The field instructor must inform the student of the specific aspects of his/her performance which are not meeting the expectations of satisfactory performance. It is usually appropriate to begin with a face to face conversation about the concerns. However, significant concerns or repeat concerns that are not improving after discussion with the student should be immediately communicated to the field liaison. In addition, these performance concerns should be documented in writing on the Practicum Concern Form (included in this handbook and also found on the BSW website). The student, field instructor and field liaison are expected to meet to develop a behaviorally specific, time-limited contract to help the student meet expectations in the areas of concern. This contract must be behaviorally specific so that the student, field instructor and field liaison can all measure if the student has met the expectations to receive a passing grade. The contract is an integral part of the Practicum Concern Report and must specify:

a. The performance areas that need improvement.

b. The responsibilities of the student for demonstrating progress.

c. The responsibilities of the field instructor in supporting the student.

d. The specific means by which progress will be evaluated.

e. The dates when progress will be evaluated and the final grade determined. All parties should sign the written plan. The Field Liaison will inform the Coordinator of Field Education if a student is in danger of failing the practicum, or receiving an unsatisfactory evaluation.

The field liaison is expected to inform the Coordinator of Field Education and to be actively involved in any situation where the student is in danger of disrupting from practicum or receiving an unsatisfactory grade, and will offer consultation during this period to the student and the field instructor. The field liaison may require specific
documentation from the student and/or the field instructor. The field liaison is responsible for assigning the final grade.
SECTIONVI
FIELD EDUCATION
POLICIES AND PROCEDURES
FIELD EDUCATION POLICY GUIDELINES

Students, faculty, staff, field instructors and agencies are responsible for following the policies and procedures noted to include University policies, the Student Code of Conduct, and the NASW Code of Ethics.

The purpose of the Field Education policy guidelines is to aid the members of the Field Education Team in resolving problems and mediating potential areas of conflict. Adherence to the use of these policies and procedures will insure that all members of the team have clear directions, access to decision making processes, and a chance to be heard in a systematic manner.

FIELD PLACEMENT ASSIGNMENT POLICY

PURPOSE OF POLICY: To provide a uniform and fair process for the field placement assignment of students. This procedure will also model a process that illustrates appropriate use of team work, consultation and chain of command. Students will be responsible for following agency chain of command, using team models and for helping their clients use these same types of processes.

PROCEDURES

1. The BSW Coordinator of Field Education will be responsible for assigning students for agency field placement. The coordinator will consult with the Field Education Committee and other faculty as required.

2. The Coordinator of Field will base assignments on the following considerations: optimal student learning experience; consideration of the best match between agency, field instructor teaching style and student learning style; agency availability and preference; and student interest in a particular client population or field of practice.

3. After the student has completed an interview with the agency and the agency wishes to accept the student for placement at their site, the student will be notified of the decision concerning the field placement assignment. The field instructor will complete the Field Instructor’s Placement Form within five days of the appointment
with the student. The student will complete the acceptance of placement within five days.

5. A student who, after the preliminary appointment, wishes reconsideration of their field placement must take the following steps:

   a. A letter must be submitted to the Coordinator of Field Education outlining the student’s rationale for a field placement reassignment.

   b. A meeting will be scheduled through the field office for the student to present to the Field Education Committee. ONLY STUDENTS WHO HAVE SUBMITTED THEIR PRIOR WRITTEN JUSTIFICATION WILL HAVE THEIR REQUEST CONSIDERED BY THE FIELD EDUCATION COMMITTEE.

6. The Field Education Committee will make a decision and notify the student and agency as soon as possible. The Field Education Committee will make only one field assignment readjustment. Students may have to drop SWRK 465 and SWRK 475 for the semester if they are not willing to accept the assignment. The student must be aware that their ability to graduate as planned may be affected by not accepting field assignments.

7. Students who refuse placements or who have established a pattern of being refused by agencies will have to meet with the Field Education Committee. The student, faculty field liaisons, and/or Coordinator of Field Education may initiate a meeting with the committee. The purpose of the meeting will be to identify problem areas that may be affecting the student’s readiness for field placement and to develop a plan to address these areas of concern.

8. The Field Education Committee is a policy setting and decision making body of Field Education and will not serve as a school grievance committee.

After the withdrawal from field instruction, the student who disagrees with the withdrawal or the selection of the future field placement by the Field Education Committee can pursue the Field Instruction Grievance Procedure beginning at Step 3 below.
**Employment-Based Field Practicum**

BSW students will not be allowed to use employment based agencies.

**FIELD AGENCY DISRUPTION POLICY AND PROCEDURE**

**Practicum Disruptions**

**PURPOSE OF POLICY:** The practicum disruption policy was developed to emphasize the importance of consistent learning experience. It is expected that the student will remain in the same practicum for the entire semester. However, in the event of a practicum placement change request, a practicum disruption form must be completed by the student.

A change in practicum may be considered under the following circumstances:

1. Unanticipated changes within the field agency that makes it impossible for the agency to continue to support the educational needs of the student. Such changes may include budget cuts, staff changes, and loss of clients. In these instances the field instructor needs to inform the field liaison immediately. The field liaison will then immediately contact the Coordinator of Field and arrangements will be made for the student to be placed in a different field education agency. When the change in practicum is due to changes in the field education agency, the student will be given credit for the hours they have accrued.

2. If a significant mismatch has occurred between the student and the field agency or field instructor that was not apparent during the placement interview, a change in placement may be considered. In order for a change to be considered, the student and field instructor should first discuss any difficulties with one another, and then invite the field liaison to meet with them if the problem cannot be resolved. If the field liaison agrees that there are irreconcilable differences for either the student or the agency, then the field liaison will immediately inform the Coordinator of
Field Education and complete a Practicum Disruption Form. Depending on the circumstances, a student may be immediately placed in a new agency, or the student may be required to delay her/his practicum until a field education agency is available that meets his/her educational needs. Credit for hours accrued prior to the disruption will be negotiated based on all of the factors in the particular situation. In situations where the practicum is disrupted, the Coordinator of Field Education may ask to meet with the student, the Director of the BSW Program and any other appropriate individuals to develop a plan for the student's progress in the program.

**GRIEVANCE POLICY AND PROCEDURE**

**PURPOSE OF POLICY:** The grievance procedures are developed for use by students, faculty, agency-based field instructors, and clientele. The grievance procedures are designed for resolution of conflicts that may emerge during the field education experience. A step by step procedure is outlined:

**PROCEDURE:**

**STEP 1.**

Whenever there is a conflict, the parties involved should make every effort to resolve the matter. If the matter cannot be resolved, then the matter should be brought to the attention of the agency-based field instructor. If the matter cannot be resolved at this level, the following steps should be taken:

**STEP 2.**

This meeting, problem identification and results should be communicated verbally and in writing within five (5) working days to the faculty field liaison.

**STEP 3.**

The student, agency-based field instructor and faculty liaison will meet to resolve the matter. If satisfactory resolution is not obtained, then the aggrieved parties will initiate action to the Coordinator of Field Education in
writing within five (5) working days following the meeting to move to the next step.

STEP 4.

The aggrieved parties and the Coordinator of Field Education will try to resolve the matter. If the matter cannot be resolved at this level, written statements from parties in conflict must be forwarded to the BSW Program Director or faculty designed by the social work department within five (5) workings days from the date of the meeting with the aggrieved parties and the Coordinator of Field Education.

STEP 5.

If the student is dissatisfied with the results of Step Four, then the student may submit the grievance in writing to the chair of the department within seven business days of the informal conference accomplished in Step FOUR. The chair shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

STEP 6.

If dissatisfied with the results of Step Five, the student may appeal to the Dean of the College of Arts and Sciences within seven days of receipt of the written decision of Step Four and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be
informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.

**PROCEDURE FOR WITHDRAWING A STUDENT FROM AN AGENCY**

**PURPOSE OF POLICY:** Students or field instructors should report potential problems at the field instruction agency to the faculty liaison as soon as they become aware of them. During visits to the agency the faculty liaison will meet with the student and field instructor and attempt to resolve potential or identified problems. Any problems are to be reported immediately to the Coordinator of Field Education by the faculty liaison verbally and in writing on the Liaison Reporting Form.

**PROCEDURE:**

A student can be withdrawn from an agency in the following manner:

1. The student can request the withdrawal. The student should discuss the request to withdraw with the field instructor and the faculty liaison. The student intern should submit to the faculty liaison in writing the specific reasons for the request. It will then be the responsibility of the faculty liaison to conduct a fact-finding effort with the student, the field instructor, and others as indicated. The Faculty Field Liaison will notify the Coordinator of Field Education of the issue. Based on the findings of this effort, the faculty liaison will decide to allow or disallow the student to withdraw. Once a decision is made to withdraw a student from an agency, it is the responsibility of the Field Education Committee to decide if another field placement for this student is indicated. An emergency meeting of the committee will be called on notification of the Coordinator of Field Education. A faculty field liaison may chair the meeting if the Coordinator of Field Education is not immediately available.

2. The agency-based field instructor can request the withdrawal. The field instructor should notify the faculty field liaison as soon as they begin considering this step. If it is determined that there is irreconcilable incompatibility between student and agency, the field instructor must bring this to the attention of the faculty liaison. This must be done verbally and in writing with specific reasons for the request. Efforts must be made to determine causation since it is critical in assessing both student’s needs and
abilities, and the agency’s appropriateness to serve as a learning facility. The faculty liaison will meet with the field instructor, the student, and others as indicated to discuss the request and to obtain necessary factual data on which a decision can be made and will put in writing the reason for recommending the withdrawal. The decision-making process remains the same as noted above.

3. The faculty liaison can request withdrawal. Sometimes the faculty liaison may observe that the agency, a field instructor, work assignments, etc. are not conducive to insure the achievement of the learning objectives of the BSW Program. Other reasons may be that there is incompatible with the code of ethics of the profession or the mission and philosophy of Fayetteville State University. The student may lack the personal skills or qualities or the professional behavior necessary for successful interaction with clients or patients. When this is thought to be the case, it is the responsibility of the faculty liaison to initiate the withdrawal process, after discussion with the Coordinator of Field Education. The initiation must be preceded by fact-finding and a full discussion with the field instructor and the student. The decision-making process remains the same as noted above.
POLICY ON TERMINATION OF STUDENT ENROLLMENT FOR ACADEMIC AND NON-ACADEMIC REASONS

TERMINATION OF STUDENT ENROLLMENT

The Fayetteville State University BSW (FSU-BSW) program recognizes that under certain circumstances its responsibilities to terminate a student’s enrollment from the BSW program for either academic or non-academic performance. The BSW program follows the University and Board of Directors for the University of North Carolina System policies and procedures for academic performance. In addition, FSU-BSW program recognizes its responsibilities to the social work profession to serve in a gate keeping role for professional social workers.

These policies are meant specifically to outline conditions, grounds and procedures for academic, and the non-academic termination of social work students. These policies, grounds and procedures also apply to social work student’s performance in field education. A social work student in field education is most likely to demonstrate behaviors that will provide relevant information regarding their expected and likely performance as professional social work practitioners. Students must be able to demonstrate professional conduct, ethics, knowledge and relationship skills, and must exhibit behavior consistent with the values, ethics, and standards of the Social Work profession.

The BSW Code of Student Conduct Handbook, the SW Student Handbook, and the current NASW Code of Ethics are available to students and potential students on the FSU website. Prior to the finalization of a student’s registration, a statement will be signed that they have read, understood, and agree to be bound by the standards noted in these documents. These statements will be kept on file in the student’s permanent records. In addition, a mandatory FSU-BSW student orientation meeting is held each fall and spring where these policies, standards and procedures are reviewed and explained. Students are informed that they will be held accountable for these policies, standards and procedures, even if they choose not to attend this orientation.
1. Academic Termination Policy

Academic termination of students will be accomplished in accordance with the policies of Fayetteville State University and the Bachelor of Social Work Program. Termination will include:

a. Failure to maintain minimum required grades.

b. Failure to maintain minimum required academic progress.

c. Failure to follow the professional and ethical standards outlined in the NASW Code of Ethics for Social Workers, 1996 revised 2008, the FSU Code of Student Conduct, and/or other laws of the State of North Carolina governing the activities of social work students.

2. The Non-Academic Termination Policy

A Non-academic termination will be accomplished for serious violations including one of the following causes:


B. Unresolved personal problems which, in the considered professional opinion of the faculty involved and/or the appropriate faculty committee, The Coordinator of Field and/or the BSW Program Director will produce major impediments to the Student’s functioning as a professional social worker and/or to the safety of the public.

C. Unresolved mental illness or emotional problems which, in the considered professional opinion of the faculty involved and/or the appropriate faculty committee will produce major impediments to the student’s functioning as a professional social worker and/or to the safety of the public.

D. Documented, recent and/or ongoing illegal substance abuse.

E. The commission of a crime(s), under the laws of the state of NC and the United States that have a bearing on a student’s ability or suitability to function as a professional social worker and/or the safety of the public.
F. Other conduct that is unprofessional or improper for professional social workers. This includes, but is not limited to:

a. Practicing outside the scope of student in social work practice.

b. Intellectual fraud or plagiarism, in a social work context, outside of class requirements.

c. Exploitation of a client defined as a breach of a social worker’s duty to primarily promote client(s) well-being and that of the larger society as defined in the NASW Code of Ethics 1996, revised 2008.

d. Failure to obtain informed consent or breach of the duty of confidentiality as defined in the NASW code of Ethics 1996, revised 2008

e. Activities, in the practice of social work, in support of individuals or groups practicing or promoting any form of unlawful discrimination addressed in the NASW Code of Ethics 1996, revised 2008, including, but not limited to discrimination on the basis of race, ethnicity, national origin, sexual orientation, marital status, age or disability.

3. The Non-Academic Termination Process

There are three pathways (d-f) that may be followed in the consideration of violations that may lead to termination or other less stringent disciplinary actions:

A. Informal discussion with the faculty member or field instructor involved. This may be a verbal or written process. A satisfactory resolution is reached and/or the issue will be referred to the next step in this process.

B. The faculty member or field instructor involved investigates an alleged violation, discusses the situation with the student(s) and determines that:

a. No violation existed.

b. A violation existed and verbal warning is sufficient.

c. A violation exists and a written warning is given to the student. The written warning is placed in the student’s permanent record. The student has a right of appeal to the next step.
d. A violation exists and is of sufficient seriousness that the situation is referred to the Academic Affairs Committee of the Dept. of Social Work for consideration and termination or other less stringent disciplinary action.

OR

e. A violation exists and is of sufficient seriousness that the situation is formally referred by the Academic Affairs Committee and/or the BSW Program Director to Fayetteville State University’s formal hearing process for termination or other less stringent disciplinary action, or if such formal processes are requested by the student. Thereafter, the judicial and appeals process is conducted according to procedures set up in the FSU code of Student Conduct;

f. A violation exists and is of sufficient seriousness and urgency that the situation is referred to the BSW Program Director to seek an emergency suspension pending a formal university hearing according to the FSU Code of Student Conduct procedures.

3. Appeals

✓ All appeals beyond the FSU Department of Social Work’s Academic Affairs Committee will be made in accordance with the policies and procedures outlined in the FSU Code of Student Conduct.

Further redress may be available under the laws of the State of North Carolina or of the United States.

4. Severance

✓ If any portion of this policy will be found by a court of competent jurisdiction to be invalid or in violation of any relevant statute or regulation, that portion of this policy will become null, void, and separated from the rest of this policy which will remain in force.

All students admitted to the BSW degree program at Fayetteville State University are required to sign the following statement.
I, _______________________________, have a copy of Fayetteville State University Code of Student Conduct Handbook, the BSW Student Handbook and the latest edition of the NASW Code of Ethics. I have read all of them and understood the contents therein and agree to be bound by the standards noted in these documents.

Signed: _______________________________  Date_____________
**ADDENDAL FIELD POLICIES AND PROCEDURES**

**Dress Code Policy for Field Practicum**

Students are expected to comply with the dress code established in each field agency’s policy and procedural manual.

**Health Insurance Portability and Accountability Act (HIPAA) of 1996**

Students are expected to follow the privacy rules established in the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and not use any personal health information in their writing samples that may identify the client with whom they are working.

**Non-Discriminatory Practices**

Students are selected for field placements without discrimination based upon age, race, gender, ethnicity, sexual orientation, class, religious beliefs, or disability.

**Professional Liability Insurance**

The North Carolina Association of Insurance Agents (NCAIA) administers the general and professional liability policy provided by the University System of the State of North Carolina. Funds for damages, medical expenses defense are covered by the policy. Field Practicum Professional Liability Insurance is required of each student. The National Association of Social Workers (NASW) Insurance Trust Professional Liability Program provides individual student coverage and blanket coverage for the university, faculty and students. The fee for students under the blanket coverage is approximately $15.00 per year. American Professional Agency, Inc. is the administrator for the NASW Trust Professional Liability Program. Students must have liability insurance before starting field practicum.

**Sexual Harassment**

The sexual harassment policies and procedures of Fayetteville State University may be located at [www.uncfsu.edu/Documents/Policy/general/SexualHarassment.pdf](http://www.uncfsu.edu/Documents/Policy/general/SexualHarassment.pdf). If sexual harassment is an issue and occurs in the field agency, it should promptly be reported to the agency, the Faculty Field Liaison and the BSW Coordinator of Field Education. It should be handled according to the policies of the field agency.
**Criminal Background Checks**
All students will be required to have a criminal background check and are expected to initiate and facilitate the process individually as a part of the pre-field application process.

**Transportation Policy**

1. Field students are responsible for transportation to and from the agency. Field sites may be located up to 80 miles from Fayetteville State University. Students are also responsible for transportation for all school related activities. The agency assumes the expense for all delegated activities that involve travel and the use of the student car for agency related travel.

2. Students shall not transport clients in their personal cars unless the field agency secures all necessary insurance for such trips, or the student notifies their carrier, complies with demands made by their insurance carrier and receives written documentation of coverage for this kind of vehicle use. University liability insurance does not cover this practice.

**OTHER POLICIES AND PROCEDURES**

**University Policy on Affirmative Action**
Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.

**Americans with Disabilities Act Section 504 of the Rehabilitation Act**

**Complaint Procedures**
Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of physical or mental handicap by programs receiving federal assistance. Section 504 focuses on program accessibility, academic accommodations, and integrated settings. Title II of the Americans with Disabilities Act prohibits discrimination based on disability in all programs, activities, and services of State and local governments. As an institution that receives federal assistance from the U. S. Department of Education and as a constituent institution of the University of North Carolina (a state agency), Fayetteville State University must comply with the laws and regulations pertaining to Section 504 and ADA. It is the policy of FSU that no qualified individual with a disability will be excluded, by reason of such disability, from the participation in or be denied the benefits of the services, programs, or activities offered by FSU or are subjected to discrimination.
Additionally, FSU does not discriminate against a qualified individual with a disability, in regard to job application procedures, the hiring, advancement, discharge of employees, employee compensation, job training, or any other term, condition, and privileges of employment. These procedures were established to provide an individual with the means to file a complaint if the individual believes that he or she has been discriminated against based on disability. A student, employee, applicant or member of the public who wishes to file a complaint regarding the University’s compliance with ADA/Section 504 must file such a complaint with the Director for the Center for Personal Development, Fayetteville State University, Fayetteville, NC 28301.
SECTION VII
APPENDICES

FORMS AND REPORTS: STUDENTS
APPENDIX A

BSW STUDENT PRE-FIELD APPLICATION
BSW STUDENT PRE-FIELD APPLICATION

Checklist:
- Pre-Field Application [ ]
- Unofficial Transcript [ ]
- Plan of Study signed by advisor [ ]
- Resume [ ]
- Attended new student orientation [ ] Date

Section I: Identifying Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Banner #:</th>
<th>Expected Graduation Date:</th>
</tr>
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<tbody>
<tr>
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<table>
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<tr>
<th>Street Address:</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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<th>Home Phone #</th>
<th>Cell Phone #</th>
<th>Email Address:</th>
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</table>

EACH STUDENT MUST HAVE AN OVERALL GRADE POINT AVERAGE OF 2.5 AND A MINIMUM OF 2.75 IN THEIR MAJOR COURSES BEFORE ENTERING THE FIELD PRACTICUM.

What is your current overall GPA? Major GPA?

Section III: Social Work Interest

Briefly describe why you have chosen social work as a career.
PLEASE SELECT AREAS OF INTEREST In Priority (1 being your first choice and 5 being your last choice). A MINIMUM OF 5:

- Child Welfare
- Public Welfare
- Schools
- Aging
- Public Health
- Mental Health
- Delinquency (Juveniles)
- Substance Abuse
- Developmental Disabilities
- Corrections

Section IV: Miscellaneous Information

<table>
<thead>
<tr>
<th>Requested Information</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL STUDENTS ARE REQUIRED TO HAVE THEIR OWN DEPENDABLE TRANSPORTATION FOR FIELD PLACEMENT INCLUDING PROPER AUTO INSURANCE. FIELD PRACTICUM ASSIGNMENTS CAN BE LOCATED UP TO <strong>80 MILES</strong>.</td>
<td></td>
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<tr>
<td>What form of transportation will you use to attend your internship? Please select from below.</td>
<td></td>
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</tr>
<tr>
<td>I currently have my own transportation?</td>
<td>[ ] Yes [ ] No [ ]</td>
<td></td>
</tr>
<tr>
<td>I currently have auto insurance?</td>
<td>[ ] Yes [ ] No [ ]</td>
<td></td>
</tr>
<tr>
<td>I will have my personal transportation before the field placement starts.</td>
<td>[ ] Yes [ ] No [ ]</td>
<td></td>
</tr>
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<td>I will have auto insurance before the field placement starts.</td>
<td>[ ] Yes [ ] No [ ]</td>
<td></td>
</tr>
<tr>
<td>Are you currently employed?</td>
<td></td>
<td></td>
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<tr>
<td>If yes, how many hours per week do you work?</td>
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</tr>
<tr>
<td>I am aware that I must make arrangements to allow me to complete field hours M–TH and some Fridays from 8:00 am – 5:00 pm (minimum 32 hours per</td>
<td></td>
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</tr>
</tbody>
</table>
Briefly describe how you think the field practicum will assist you in achieving your career goals as a social worker.

What are your strengths?

Are there any challenges we need to be aware of that might impact your performance in the field?

Do you have any charges or convictions related to assaults, domestic violence, drugs, or children that may prevent securing a field placement? Yes _ No
If so explain, you may use an additional sheet if needed.

Is there anything else that we need to know about you relative to your anticipated placement experience?

On a scale of 1 – 10 (10 = excellent and 1 = poor) how would you rate yourself in the following areas?

<table>
<thead>
<tr>
<th>Writing Skills</th>
<th>Oral Communication Skills</th>
<th>Assertiveness Skills</th>
<th>People Skills/Friendliness</th>
<th>Professional Dress and Attire</th>
<th>Punctuality &amp; Dependability</th>
<th>Self Awareness</th>
<th>Critical Thinking Skills</th>
</tr>
</thead>
</table>

If student has met requirements, please have the student initial this statement. _______

Advisor Notes to Field Office
THE FOLLOWING DOCUMENTS MUST BE SUBMITTED: A CURRENT RESUME, A CURRENT UNOFFICIAL ACADEMIC TRANSCRIPT, AND AN UPDATED PLAN OF STUDY REVIEWED AND SIGNED BY THE FACULTY ADVISOR.
APPENDIX B
BSW STUDENT FIELD APPLICATION
**FAYETTEVILLE STATE UNIVERSITY**
**COLLEGE OF ARTS & SCIENCES**
**DEPARTMENT OF SOCIAL WORK**
**BACHELOR OF SOCIAL WORK PROGRAM**
**FIELD EDUCATION**

**BSW STUDENT APPLICATION**

*Checklist:*
- Pre-Field Application
- Unofficial Transcript
- Plan of Study signed by advisor
- Resume
- Photo
- Attended new student orientation

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</tr>
<tr>
<td>Home Phone #:</td>
<td>Cell Phone #:</td>
<td>Email Address:</td>
</tr>
</tbody>
</table>

**Academic Advisor:**

EACH STUDENT **MUST** HAVE AN OVERALL GRADE POINT AVERAGE OF 2.5 AND A MINIMUM OF **2.75** IN THEIR MAJOR COURSES BEFORE ENTERING THE FIELD PRACTICUM. What is your current overall GPA?__________ Major GPA?__________

**Section III: Social Work Interest**

Briefly describe why you have chosen social work as a career.
PLEASE SELECT AREAS OF INTEREST In Priority (1 being your first choice and 5 being your last choice). A MINIMUM OF 5

[ ] Child Welfare [ ] Public Welfare [ ] Schools [ ] Aging [ ] Public Health
[ ] Mental Health [ ] Delinquency (Juveniles) [ ] Substance Abuse [ ] Developmental Disabilities [ ] Corrections

Section IV: Miscellaneous Information

<table>
<thead>
<tr>
<th>Requested Information</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>ALL STUDENTS ARE REQUIRED TO HAVE THEIR OWN DEPENDABLE TRANSPORTATION FOR FIELD PLACEMENT INCLUDING PROPER AUTO INSURANCE. FIELD PRACTICUM ASSIGNMENTS CAN BE LOCATED UP TO 80 MILES.</td>
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</table>

What form of transportation will you use to attend your internship? Please select from below.

I currently have my own transportation?

[ ] Yes [ ] No [ ]

I currently have auto insurance?

[ ] Yes [ ] No [ ]

I will have my personal transportation before the field placement starts.

[ ] Yes [ ] No [ ]

I will have auto insurance before the field placement starts.

[ ] Yes [ ] No [ ]

Are you currently employed?

[ ] Yes [ ] No [ ]

If yes, how many hours per week do you work? [ ]

I am aware that I must make arrangements to allow me to complete field hours M–TH and some Fridays from 8:00 am – 5:00 pm (minimum 32 hours per week).
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<th>Briefly describe how you think the field practicum will assist you in achieving your career goals as a social worker.</th>
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<tbody>
<tr>
<td>What are your strengths?</td>
</tr>
<tr>
<td>Are there any challenges we need to be aware of that might impact your performance in the field?</td>
</tr>
<tr>
<td>Do you have any charges or convictions related to assaults, domestic violence, drugs, or children that may prevent securing a field placement? Yes____No____</td>
</tr>
<tr>
<td>If so explain, you may use an additional sheet if needed.</td>
</tr>
</tbody>
</table>
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On a scale of 1 – 10 (10 = excellent and 1 = poor) how would you rate yourself in the following areas?

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<th>Writing Skills</th>
<th>Oral Communication Skills</th>
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</table>

If student has met requirements, please have the student initial this statement. _______

Advisor Notes to Field Office

84
THE FOLLOWING DOCUMENTS MUST BE SUBMITTED: A CURRENT RESUME, A CURRENT UNOFFICIAL ACADEMIC TRANSCRIPT, A PHOTO, AND AN UPDATED PLAN OF STUDY REVIEWED AND SIGNED BY THE FACULTY ADVISOR.
APPENDIX C

FIELD ATTENDANCE DOCUMENTATION LOG
Field Attendance Documentation Log for Semester: 20

General Instructions: The intern will sign in using this attendance form. The Field Instructor or an agency designee will verify the intern’s attendance by initialing in the agency section. **Lunch time is not counted as a part of the field education hours.** The intern will generally work the hours of the agency. Interns are not to schedule field hours on a regular basis on the days that they are in class.

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Field Instructor:</th>
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</thead>
<tbody>
<tr>
<td>Agency:</td>
<td>Month Covered:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Beginning Time</th>
<th>Ending Time</th>
<th>Total Daily Hrs.</th>
<th>Intern’s Initials</th>
<th>Comments, Tasks and Activities</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
I certify that the above information is true and correctly represents an accurate accounting of my field hours.
<table>
<thead>
<tr>
<th>Student’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor’s Approval and Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS & SCIENCES
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

Field Education Weekly Journal for BSW Student

<table>
<thead>
<tr>
<th>Today’s Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of:</td>
</tr>
<tr>
<td>Should cover (M-Th.) A copy is due each Monday in the seminar course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student:</th>
<th>Field Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency:</td>
<td>Field Liaison:</td>
</tr>
</tbody>
</table>

**IMPORTANT (PLEASE READ INSTRUCTIONS)**

**Instructions:** BSW students will complete this form on a weekly basis.

1. How did the activities that you participated in during the period covered help you to meet the field educational objectives in your syllabus and learning contract?

2. How did the activities enhance your skill development?

3. How do the activities link with your classroom learning?

4. Do you need help in linking your learning experience in the classroom with your field experience?

5. What have you learned about yourself?

6. What additional help and/or experiences do you need?
How did the activities that you participated in during this period help you to meet the Educational objectives in your field syllabus and learning contract?

How did the activities enhance your skill development?

How did the activities link to your classroom learning?

Do you need help linking your learning experience in the classroom with your field experience?
Yes [ ] No [ ] (If yes, please explain.)
What have you learned about yourself?

What additional help and/or experiences do you need?

Student’s Signature: ___________________________ Date: ____________

Comments:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
APPENDIX E

STUDENT FIELDPRACTICUM MONTHLY REPORT
The student field practicum monthly report is due to the field liaison by the 5th of each month.

<table>
<thead>
<tr>
<th>Month:</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Student:</th>
<th>Field Instructor:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Agency:</th>
<th>Field Liaison:</th>
</tr>
</thead>
</table>

In what activities did you participate the previous month that assisted you in meeting the educational objectives in your field syllabus and learning contract?

What challenges did you encounter during the previous month?

What were your accomplishments during the previous month?
APPENDIX F
CONFIRMATION OF FIELD PLACEMENT
FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS & SCIENCES
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

Confirmation of BSW Field Placement
(To Be Completed by Student and Submitted to the Coordinator of Field Education)

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Cell Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email Address:</td>
<td></td>
</tr>
</tbody>
</table>

**FIELD PLACEMENT INFORMATION**

<table>
<thead>
<tr>
<th>Name of Placement:</th>
<th>Address of Placement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Field Supervisor:</td>
<td>Contact Phone No. of Field Supervisor:</td>
</tr>
<tr>
<td>Email Address of Supervisor:</td>
<td></td>
</tr>
<tr>
<td>What hours are you at your field placement?</td>
<td></td>
</tr>
</tbody>
</table>

Please provide a brief description of your duties at your placement:

Please list problems or concerns you are having with your placement:

Signature: ___________________________ Date: ____________
FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS & SCIENCES
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

Confirmation of Agency’s Acceptance of Student for Field Placement
(To Be Completed by Student and Submitted to the BSW Coordinator of Field Education)

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Part I: Student’s Acceptance of Placement

I have accepted a field placement effective Fall/Spring _______ with the following agency:

<table>
<thead>
<tr>
<th>Agency:</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person’s Name:</td>
<td>Phone #:</td>
</tr>
</tbody>
</table>

I understand the duties and responsibilities that will be required of me and I accept the above placement.

Student’s Signature: _ Date: ___

Part II: To Be Completed By Field Agency

On the following date, [ ] interviewed at [ ] and has been accepted as a student intern for the Spring _______ Fall _______ semester. We have explained the duties and responsibilities to the student and provided him/her with a position description. We believe that the student has the developing knowledge, skills, and abilities to meet the needs of the agency. In order for the student to be placed, the following conditions must be met:

If none, please put N/A in this area.

The Field Instructor will be [ ], whose application and resume’ is on file with the FSU BSW Field Education Office.

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
APPENDIX H

LEARNING CONTRACT
The Learning Contract is a teaching and learning tool that articulates the areas of learning the field experience should provide. It clearly states the 10 competencies and 41 practice behaviors to be achieved and demonstrated across the semester. Learning activities are developed that reflect the learning expected and desired in field placement. The learning activities are identified according to activities available in the agency which can help the student accomplish desired outcomes and demonstrates proficiency in the 10 competencies and 41 practice behaviors.

The student and the field instructor will jointly develop the learning contract. The contract is due 4 weeks from the first date the student begins the field practicum. **SEE FIELD CALENDAR FOR DUE DATE.**

Please use the following values to rate the student’s performance as tasks are completed.

4-Student demonstrates a high level of skill and exceeds performance expectations for the BSW
beginning generalist level.
3-Student understands the concept and consistently demonstrates performance expectations for the BSW beginning generalist level.

2-Student understands the concept and is beginning to demonstrate the skill in this area for the beginning generalist level.

1-Student has not met the performance expectations and needs improvement in this area for the beginning generalist level.

0-Student has failed to engage in the learning process resulting in unacceptable performance for the beginning generalist level.

<table>
<thead>
<tr>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Field Learning Activity for the practice behavior</th>
<th>Performance Measure</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Date Completed/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for client access to the services of social work</td>
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<tr>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
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<td>Attend to professional roles and boundaries</td>
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<tr>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
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<tr>
<td>Engage in career-long</td>
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</tbody>
</table>

104
Use supervision and consultation.

Comments: 2.1.1

<table>
<thead>
<tr>
<th>Competency</th>
<th>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behavior</strong></td>
<td><strong>Field Learning Activity for the practice behavior</strong></td>
</tr>
<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
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</tr>
<tr>
<td>Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers</td>
<td></td>
</tr>
<tr>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
<td></td>
</tr>
</tbody>
</table>
Apply strategies of ethical reasoning to arrive at principled decisions

Comments: 2.1.2

<table>
<thead>
<tr>
<th>Competency</th>
<th>Field Learning Activity for the practice behavior</th>
<th>Performance Measure</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Date Completed/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</strong></td>
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<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<tr>
<td></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td></td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and</td>
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</tbody>
</table>
## Competency

### Educational Policy

2.1.4—Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Field Learning Activity for the practice behavior</th>
<th>Performance Measure</th>
<th>Date Completed/ Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td></td>
<td>4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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</tr>
<tr>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<tr>
<td>View themselves as learners and engage those with whom they work as informants.</td>
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</tbody>
</table>

Comments: 2.1.4
| Competency | Educational Policy 2.1.5—Advance human rights and social and economic justice.
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Field Learning Activity for the practice behavior</td>
</tr>
<tr>
<td>Understand the forms and mechanisms of oppression and discrimination.</td>
<td>Performance Measure</td>
</tr>
<tr>
<td>Advocate for human rights and social and economic justice.</td>
<td>Performance Measure</td>
</tr>
<tr>
<td>Engage in practices that advance social and economic justice.</td>
<td>Performance Measure</td>
</tr>
</tbody>
</table>

**Comments:** 2.1.5

<table>
<thead>
<tr>
<th>Competency</th>
<th>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Field Learning Activity for the practice behavior</td>
</tr>
<tr>
<td>Use practice experience to inform scientific inquiry.</td>
<td>Performance Measure</td>
</tr>
</tbody>
</table>
Use research evidence to inform practice.

Comments: **2.1.6**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors</td>
<td>Field Learning Activity for the practice behavior</td>
</tr>
<tr>
<td></td>
<td>Performance Measure</td>
</tr>
<tr>
<td></td>
<td>4 3 2 1 0 Date Completed/Status</td>
</tr>
</tbody>
</table>

Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

Critique and apply knowledge to understand person and environment.

Comments: **2.1.7**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver</th>
</tr>
</thead>
</table>

109
**Practice Behaviors**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Field Learning Activity for the practice behavior</th>
<th>Performance Measure</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Date Completed/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<tr>
<td>Collaborate with colleagues and clients for effective policy action.</td>
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</table>

Comments: **2.1.8**

**Competency**

**Educational Policy**  
2.1.9—Respond to contexts that shape practice

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Field Learning Activity for the practice behavior</th>
<th>Performance Measure</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Date Completed/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
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<tr>
<td>Provide leadership in promoting sustainable</td>
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<td></td>
</tr>
</tbody>
</table>
changes in service delivery and practice to improve the quality of social services.

Comments: **2.1.9**

<table>
<thead>
<tr>
<th>Competency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Policy</strong> 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Field Learning Activity for the practice behavior</th>
<th>Performance Measure</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Date Completed/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td>Use empathy and other interpersonal skills</td>
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<td></td>
</tr>
</tbody>
</table>
Develop a mutually agreed-on focus of work and desired outcomes.

Comments: 2.1.10(a)

## Competency

<table>
<thead>
<tr>
<th>Educational Policy</th>
<th>2.1.10(b) — Assessment</th>
</tr>
</thead>
</table>

### Practice Behaviors

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Performance Measure</th>
<th>Date Completed/Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, organize, and interpret client data.</td>
<td>Field Learning Activity for the practice behavior</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Assess client strengths and limitations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop mutually agreed-on intervention goals and objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select appropriate intervention strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: 2.1.10(b)
<table>
<thead>
<tr>
<th>Competency</th>
<th>Educational Policy 2.1.10(c)—Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Field Learning Activity for the practice behavior</td>
</tr>
<tr>
<td>Initiate actions to achieve organizational goals.</td>
<td></td>
</tr>
<tr>
<td>Implement prevention interventions that enhance client capacities.</td>
<td></td>
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<tr>
<td>Help clients resolve problems.</td>
<td></td>
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<tr>
<td>Negotiate, mediate, and advocate for clients.</td>
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</tr>
<tr>
<td>Facilitate transitions and endings.</td>
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</tr>
</tbody>
</table>

Comments: **2.1.10(c)**
Critically analyze, monitor, and evaluate interventions.

Comments: **2.1.10(d)**

<table>
<thead>
<tr>
<th>Overall comments:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Signatures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Field Instructor</td>
</tr>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Faculty Field Liaison</td>
</tr>
<tr>
<td>Coordinator of Field Education</td>
</tr>
<tr>
<td>Other, Please specify</td>
</tr>
</tbody>
</table>
APPENDIX I

MID-SEMESTER AND FINAL FIELD PRACTICUM EVALUATION FORM
STUDENT PERFORMANCE FIELD PRACTICUM EVALUATION

Student: ______________________________ Telephone: ______________________________

Email: ________________________________

SEMESTER: (circle one)  Spring    Fall    Midterm    Final

Field Agency Name: ______________________________________________________________

Address: ____________________________________________________________

Field Instructor: __________________________ Telephone: __________________________

Fax: __________________________ Email: __________________________

Faculty Field Liaison: __________________________________________________________

Telephone: __________________________ Fax: __________________________

Email: ________________________________

The purpose of this evaluation form is to measure students’ performance in the field, and how well they have mastered the knowledge, values and skills of the profession based on the ten core competencies and related practice behaviors identified by the Council on Social Work Education Educational Policies and Accreditation Standards of 2008.

Please rate the student according to her/his cumulative performance at mid-semester and at the end of the semester. Below is the rating scale:

4-Student demonstrates a high level of skill and exceeds performance expectations for the BSW beginning generalist level.

3-Student understands the concept and consistently demonstrates performance expectations for the BSW beginning generalist level.
2-Student understands the concept and is beginning to demonstrate the skill in this area for the beginning generalist level.
1-Student has not met the performance expectations and needs improvement in this area for the beginning generalist level.

0-Student has failed to engage in the learning process resulting in unacceptable performance for the beginning generalist level.

N/A-Student did not have the opportunity to implement assignment and will address before the end of the semester. This rating is to be used a maximum of five times for the mid semester evaluation. **This rating should not be used for the final evaluation.**

**COMMENTS ARE NEEDED FOR RATING OF 4, 1, or 0. These comments should be made in the summary comments section.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Policy 2.1.1---Identify as a professional social worker and conduct oneself accordingly.</strong></td>
<td></td>
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<tr>
<td><strong>Practice Behaviors</strong></td>
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<tr>
<td>Advocate for client access to the services of social work</td>
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<td>Practice personal reflection and self-correction to assure continual professional development</td>
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<td>Attend to professional roles and boundaries</td>
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<tr>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
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<tr>
<td>Engage in career-long learning.</td>
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<tr>
<td>Use supervision and consultation.</td>
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<tr>
<td>Score 2.1.1 (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s) (N/A should only be used for midterm evaluation).</td>
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<tr>
<td><strong>Competency</strong></td>
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<td><strong>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</strong></td>
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<td><strong>Practice Behavior</strong></td>
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<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<td>Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers</td>
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<tr>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
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<tr>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
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</tr>
<tr>
<td>Score 2.1.2 (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).</td>
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<tr>
<td>Competency</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.</td>
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<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
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<td></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td></td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<td>Score 2.1.3 (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).)</td>
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<tr>
<th>Competency</th>
<th>Educational Policy 2.1.4—Engage diversity and difference in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
</tr>
<tr>
<td></td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
</tr>
<tr>
<td></td>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
</tr>
<tr>
<td></td>
<td>View themselves as learners and engage those with whom they work as informants.</td>
</tr>
<tr>
<td></td>
<td>Score 2.1.4 (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).)</td>
</tr>
</tbody>
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<tr>
<th>Competency</th>
<th>Educational Policy 2.1.5—Advance human rights and social and economic justice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Understand the forms and mechanisms of oppression and discrimination.</td>
</tr>
<tr>
<td></td>
<td>Advocate for human rights and social and economic justice.</td>
</tr>
<tr>
<td></td>
<td>Engage in practices that advance social and economic justice.</td>
</tr>
<tr>
<td></td>
<td>Score 2.1.5 (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).)</td>
</tr>
<tr>
<td>Competency</td>
<td>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Use practice experience to inform scientific inquiry.</td>
</tr>
<tr>
<td>Use research evidence to inform practice.</td>
<td><strong>Score 2.1.6</strong> (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).)</td>
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</tbody>
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<thead>
<tr>
<th>Competency</th>
<th>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
</tr>
<tr>
<td>Critique and apply knowledge to understand person and environment.</td>
<td><strong>Score 2.1.7</strong> (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Competency</th>
<th>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
</tr>
<tr>
<td>Collaborate with colleagues and clients for effective policy action.</td>
<td><strong>Score 2.1.8</strong> (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).)</td>
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<tr>
<th>Competency</th>
<th>Educational Policy 2.1.9—Respond to contexts that shape practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors</strong></td>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
</tr>
<tr>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td></td>
</tr>
</tbody>
</table>
Score 2.1.9 (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Competency**

**Educational Policy 2.1.10(a)—Engagement**

**Practice Behaviors**

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes.

Score 2.1.10(a) (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).

**Competency**

**Educational Policy 2.1.10(b)—Assessment**

**Practice Behaviors**

- Collect, organize, and interpret client data.
- Assess client strengths and limitations.
- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies

Score 2.1.10(b) (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).

**Competency**

**Educational Policy 2.1.10(c)—Intervention**

**Practice Behaviors**

- Initiate actions to achieve organizational goals.
- Implement prevention interventions that enhance client capacities.
- Help clients resolve problems.
- Negotiate, mediate, and advocate for clients.
- Facilitate transitions and endings.

Score 2.1.10(c) (Add no. of 4’s, 3’s, 2’s, 1’s, 0’s and N/A’s (N/A should only be used for midterm evaluation).

**Competency**

**Educational Policy 2.1.10(d)—Evaluation**

**Practice Behaviors**

- Critically analyze, monitor, and evaluate interventions.
Grading scores will range between 4-0

4.0-3.8 = Grade A  Student demonstrates a high level of skill and exceeds performance expectations for the BSW generalist level.

3.7-3.0 = Grade B  Student understands the concept and consistently demonstrates performance expectations for the BSW generalist level.

2.9-2.0 = Grade C  Student understands the concept and is beginning to demonstrate the skills needed for the BSW beginning generalist level.

1.9-1 = Grade D  Student has not met the performance expectations and needs improvement for the BSW beginning generalist level.

0 = Grade F  Student failed to engage in the learning process resulting in unacceptable performance for the BSW beginning generalist level.

N/A  Student did not have the opportunity to implement practice behaviors and will address before the end of the semester. This rating (N/A) is to be used a maximum of five times for the mid semester evaluation. This rating should not be used for the final evaluation.

Total score ________

Total score divided by 41 (41 practice behaviors) __________ (4-0)

Is this student performing at the level expected at this point? _____ Yes _____ No

Summary Comments (Include comments for ratings of 4, 1, and 0):

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Strengths:


Areas needing further development


Signatures:


Agency Field Instructor  Date

Student  Date

Faculty Field Liaison  Date

Coordinator of Field Education  Date

Other, please specify  Date
APPENDIX J

STUDENT FEEDBACK OF FIELD PLACEMENT AGENCY AND FIELD INSTRUCTOR
Student Feedback of Field Placement Agency and Field Instructor

Name: ____________________________  Agency: ____________________________

Field Instructor ____________________________

Period Covered: From ___________ To ___________

Please complete the following form. It will be used as part of the data for assessment of agencies and for agency selection in the future. You may use the back of the form to complete your answers to these very important questions. This form must be turned in to receive a final grade. The form should be turned into your faculty field liaison with your final field paper work.

AGENCY ____________________________

1. Did the agency provide written copies of its rules and regulations?
   
   YES ______  NO ________  UNCERTAIN ________

2. Did the agency provide easy access to records for learning experiences?

   YES______  NO ________  UNCERTAIN ________

123
3. Was there evidence that the agency staff members were prepared for the arrival of students?
4. Were opportunities available for exposure to the total operation and activities of the agency?

YES ______  NO ________  UNCERTAIN _________

5. Were there opportunities to work with African American clients?

YES ______  NO ________  UNCERTAIN _________

6. Were there opportunities to work with rural clients?

YES ______  NO ________  UNCERTAIN _________

7. Were there opportunities to work with clients from other cultures than Euro or African American?

YES ______  NO ________  UNCERTAIN _________

SUPERVISION
8. Were appropriate service/learning experiences available during the semester?

YES ______ NO ________ UNCERTAIN ___________
9. Did you have access to instructional personnel when needed?
   YES _____  NO _______  UNCERTAIN ________

10. Were weekly instructional conferences held?
    YES _____  NO _______  UNCERTAIN ________

11. Did your field instructor encourage you to explore both your strengths and weaknesses?
    YES _____  NO _______  UNCERTAIN ________

12. Estimate the amount of time each week that your field instructor met for field supervision:
    ________ hours.

13. Estimate the amount of time each week you were given supervision and consultation by
    other agency staff: ________ hours.

**LEARNING ACTIVITIES**

14. Were there service/learning experiences that involved engagement with individuals,
    groups, communities, and other organizational systems?
    YES ______  NO ______  UNCERTAIN ______

    127
15. Were there opportunities to develop skill in generalist practice?

YES ______  NO ______  UNCERTAIN ______

STUDENT EVALUATION OF AGENCY

16. Were service/learning experiences related to enhancing and refining social work values and ethics?

YES ______  NO ______  UNCERTAIN ______

17. Were there opportunities to assess present needs, services, and issues?

YES ______  NO ______  UNCERTAIN ______

18. Were there opportunities for understanding the interrelationships between social work practice evaluation and social work research?

YES ______  NO ______  UNCERTAIN ______

IMPRESSIONS

19. Were the supervisory sessions beneficial?

YES ______  NO ______  UNCERTAIN ______
20. What would you list as the most positive features of field education?

21. Would you recommend this agency to other students:
YES _____  NO _____  UNCERTAIN _____  Why? / Why not?

22. Suggestions for improvements of the field experience at this agency:

23. What were the three most important competencies (knowledge, skills, values) you gained from your field experience?
APPENDIX K

FIELD PRACTICUM DISRUPTION FORM
FIELD PRACTICUM DISRUPTION FORM

Student’s Name: 

Telephone: __________________________ Email: __________________________

Current Field Agency __________________________

Telephone: __________________________ Email: __________________________

Field Instructor Name __________________________

Telephone: __________________________ Email: __________________________

Field Liaison’s Name 

Telephone: __________________________ Email: __________________________

Advisor’s Name: 

Telephone: __________________________ Email: __________________________

Statement by Student:

(Details of disruption and what efforts were made by the student to prevent a placement disruption). Use additional sheets if necessary.
APPENDIX L

EMERGENCY CONTACT FORM
FIELD EMERGENCY CONTACT FORM

Student’s Name:  
Date of Birth:  
Cellular: Other Contact Number:  
Email:  
Campus Address:  
Home/Off Campus Address:  
City:  
State: Telephone:  
Emergency Contact:  
Relationship  
Telephone:  
Current Medications/Medical History/Concerns:  

Allergies:  
PROCESS RECORDING

APPENDIX M
Process Recording

Students Name: ___________________________  Date: ___________________

Agency: ________________________________

The Process Recording is an educational exercise in which the student makes a written record of a client interview or interaction, and then analyzes the interaction for learning purposes. In the Process Recording all communication, verbal and non-verbal, is recorded based on the student’s best recollection of the interview. It helps the student identify strengths and weaknesses, and to improve self-awareness.

Identifying Information:

Presenting Issues:

<table>
<thead>
<tr>
<th>Content/Verbatim Dialogue</th>
<th>Emotional response/Gut Reaction</th>
<th>Skills Used/Theoretical framework</th>
<th>Student analysis:</th>
<th>Competency</th>
<th>Field Instructor Comments</th>
</tr>
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Plan for next session:

Evaluation:
FORMS AND REPORTS: FIELD AGENCIES

&

FIELD INSTRUCTORS
THIS AGREEMENT, made and entered into this the__ day of ____, 20__, by and between __________________ (hereinafter referred to as Agency), and the Fayetteville State University Department of Social Work, Fayetteville, North Carolina 28301 (hereinafter referred to as University);

WITNESSETH

THAT WHEREAS, the University desires to enter into an agreement with Agency that would allow Agency to provide field instruction for Bachelor of Social Work students of the University;

WHEREAS, the Agency has agreed to be a cooperating and approved agency setting for field instruction in the University’s Bachelor of Social Work Program.

WHEREAS, the parties hereto desire to reduce the terms of this agreement to writing;

NOW, THEREFORE, for and in consideration of the mutual promises to each other, as hereinafter set forth, the parties hereto do mutually agree as follows:

A. CONTRACT TERM

This Agreement shall commence on ______________, 20___. The initial term of this Agreement shall end on ______________, 20____. This Agreement shall automatically renew for a three-year term, unless terminated sooner by either or both parties.

B. UNIVERSITY RESPONSIBILITIES

The University agrees to the following:
1. To consider the assessment and recommendations of the Agency in matters concerning the field instruction program;

2. To work with the director of the Agency or his/her designee in formulating overall policy and arrangements for the field instruction learning experiences for students;

3. To provide instructional assistance and guidelines to students in the preparation of the learning contract to include student educational objectives and field learning experiences;

4. To assume responsibility for the overall administration and coordination of the field instruction program, including decisions concerning the progress and performance of the student intern, such as grades, credits, and field instruction hours performed at the Agency;

5. To assume responsibility for the general supervision and evaluation of the students’ activities;

6. To assume responsibility for the selection and assignment of student(s) to be placed in the Agency and to accept the Agency’s judgment as to the final acceptance of the student;

7. To provide written information concerning student(s) selected for placement in the Agency and all final decisions regarding placement;

8. To provide consultation to the field instructor(s), Agency, and other appropriate employees of the Agency regarding the general direction, the educational curriculum and the development of the field instruction program;

9. To ensure that students have professional student liability insurance coverage;

10. To provide a designated member of the Social Work Department’s faculty to serve as faculty liaison to the Agency in regards to matters pertaining to field instruction. The Faculty Liaison will:

    a. Serve as the standard liaison between the University and the Agency, including appropriate interaction with the Coordinator of Field Education;

    b. Make periodic visits to the Agency for assessment of the Placement, to review student progress and to consult with the field instructor on learning experiences, patterns, and/or concerns;

    c. Consult with the field instructor upon request; and,

    d. If necessary, communicate with the field instructor regarding knowledge of social work educational program of the University and pertinent information about the progress of the student(s) in other areas of the curriculum.
11. To provide training development for Field Instructors and other appropriate staff members through orientation, meetings, workshops, seminars, training programs and/or institutes.

C. AGENCY RESPONSIBILITIES

The Agency agrees to the following:

1. To accept students for placement in the Agency. The Agency and the field education director will negotiate the number of students placed yearly.

2. To accept assignment of students regardless of age, sex, race, religious belief, national origin, disability.

3. To provide the University with a description of the Agency’s function and purpose of field placement, including the anticipated learning opportunities that would help students and the University match students to the placements.

4. To provide the opportunity for students to participate in the overall program and activities of the agency in regards to educational needs, preparation and practice competency.

5. To accept and help to implement the University’s objective to provide field instruction so that opportunities to reinforce learning from all areas of the Social Work curriculum, including practice intervention with persons from diverse backgrounds can be achieved.

6. To ensure that student(s) receive supervision from field instructors, subject to the approval of the University.

7. To assure that each field instructor has adequate time allocated within the work assignments and schedule to:

   a. Meet the educational and learning needs of the student(s), including an orientation to the Agency and its policies, procedures and services, development of a multiplicity of learning opportunities, and prepare for weekly conferences with students;

   b. Meet periodically with the faculty liaison to discuss field learning opportunities and student performance;

   c. Attend appropriate University-sponsored training programs and meetings;

   d. Monitor student performance and complete all reports and evaluations required by the University;

   e. Adhere to and follow procedures outlined in the field instruction manual.
8. To afford opportunities for planned contacts of students with other Agency professionals, in addition to the field instructor(s), for appropriate learning opportunities;

9. To provide use of agency facilities by students during the period of placement which is in line with other agency employees or agency policy and will include, but not be limited to:

   a. Adequate space and equipment, to include a desk for a student(s) sufficient for privacy in carrying out his/her field placement duties;

   b. Access and use of a telephone, computer and other appropriate equipment necessary for the completion of duties and responsibilities during field placement;

   c. Clerical assistance and service for records and reports which the Student is expected to prepare for the agency; and d. Access to records of clients and Agency that are appropriate for the learning experience of students.

10. To provide reimbursement, if permitted by agency policy, for approved and appropriate travel required of students and adequate parking for student autos during placement periods;

11. To provide agency-based orientation, early in the field placement, regarding policy and procedures to include confidentiality and HIPPA standards, safety and infection control and instruction in taking safety precautions and,

12. To provide access to first aid and emergency health care for students, such is required, at the student’s expense.

D. MISCELLANEOUS

1. Independent Contractor Status. The parties acknowledge that AGENCY is an independent contractor engaged to provide field instruction and supervision by AGENCY under the direction of AGENCY management. Nothing in this Agreement is intended nor shall it be construed to create an agency relationship, an employer/employee relationship, or a joint venture relationship between the parties.

2. Assignment and Subcontracting. AGENCY shall not assign this Agreement without the express written consent of UNIVERSITY which consent shall not be unreasonably withheld. Any such assignment or subcontract shall include the obligations contained in this Agreement. Any assignment or subcontract shall not relieve AGENCY of its independent obligation to provide the services and be bound by the requirements of this Agreement.

3. Notice. Unless otherwise provided herein, all notices or other communications required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been
duly given if delivered personally in hand or sent by certified mail, return receipt requested, postage prepaid, and addressed to the an appropriate party(s) at the following address or to any other person at any other address as may be designated in writing by the parties:

**UNIVERSITY:**

Fayetteville State University  
1200 Murchison Road  
Fayetteville, North Carolina 28301-4298

**AGENCY:**

Notices shall be effective upon receipt regardless of the form used.

4. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties and is intended as a complete and exclusive statement of the promises, representations, negotiations, discussions and agreements that have been made in connection with the subject matter hereof. No modifications or amendment to this Agreement shall be binding upon the parties unless the same is in writing and signed by the respective parties hereto. All prior negotiations, agreements and understandings with respect to the subject matter of this Agreement are superseded hereby.

5. **Amendment.** This Agreement may be amended or revised only in writing and signed by all parties.

6. **Severability.** In the event any provision of this Agreement is held to be unenforceable for any reason, the unenforceability thereof shall not affect the remainder of the Agreement which shall remain in full force and effect and enforceable in accordance with its terms.

7. **Governing Law.** This Agreement and the rights and obligations of the parties hereto shall be

IN WITNESS THEREOF, the parties have executed this agreement in duplicate originals, one of which is retained by each of the parties, effective the day and year first above written.
This completed and signed: __________ Day of __________ 20 __________

Agency ____________________________________________________________

________________________________________ Date: ________________

Agency Field Instruction Supervisor ______________________________________

________________________________________ Date: ________________

Director of Field Education Ms. Densie Lucas

________________________________________ Date: ________________

Chair, Dept. of Social Work, Dr. Terri Moore Brown,

________________________________________ Date: ________________

Dean, College of Arts & Sciences, Dr. David Barlow

________________________________________ Date: ________________

Provost & Vice Chancellor for Academic Affairs, Dr. Jon Young

________________________________________ Date: ________________
SECTION I: AGENCY INFORMATION

<table>
<thead>
<tr>
<th>Name of Agency:</th>
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<tbody>
<tr>
<td>Agency’s Address:</td>
</tr>
<tr>
<td>Agency’s Main Phone number:</td>
</tr>
<tr>
<td>Executive Director:</td>
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<tr>
<td>Number of Employees:</td>
</tr>
</tbody>
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SECTION II: FIELD INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name of Field Instructor:</th>
<th>Name of Field Instructor:</th>
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<tbody>
<tr>
<td>Title of Field Instructor:</td>
<td>Title of Field Instructor:</td>
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<tr>
<td>Credential:</td>
<td>Credential:</td>
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<tr>
<td>Location (If different from above):</td>
<td>Location (If different from above):</td>
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<td>Phone No.</td>
<td>Phone No.</td>
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<tr>
<td>Fax No.</td>
<td>Fax No.</td>
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<tr>
<td>Email Address:</td>
<td>Email Address:</td>
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<tr>
<td>How many students will you supervise?:</td>
<td>How many students will you supervise?:</td>
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<tr>
<td>MSW Students:</td>
<td>BSW Students:</td>
</tr>
<tr>
<td>MSW Students:</td>
<td>BSW Students:</td>
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</tbody>
</table>

SECTION III: AGENCY’S SERVICES

<p>| Type Agency (Check all that apply): | For-Profit [ ] Non-Profit 501 (c)(3) [ ] |
| Sole Proprietorship [ ] Limited Liability Corp. [ ] Faith-Based Agency [ ] |
| Subsidiary of Larger Agency [ ] National Agency [ ] |
| Services: Mental Health [ ] Medical Social Work [ ] School-Based Social Work [ ] |
| Social Services [ ] Child Welfare [ ] Home Health [ ] |
| Other (Please Indicate): |
| Client Population (Check all that apply): | Adults [ ] Children [ ] Teens [ ] Families [ ] |</p>
<table>
<thead>
<tr>
<th>Adults (over 65)</th>
<th>Disabled</th>
<th>Veterans</th>
<th>Homeless</th>
<th>HIV/AIDS Diagnosed</th>
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**Other (Please List):** ________________________________

**Other Comments (List any special qualifications that students must have):**
APPENDIX P
FIELD INSTRUCTOR’S PROFILE/APPLICATION
FAYETTEVILLE STATE UNIVERSITY  
COLLEGE OF ARTS & SCIENCES  
DEPARTMENT OF SOCIAL WORK  
BACHELOR OF SOCIAL WORK PROGRAM  
FIELD EDUCATION- FIELD INSTRUCTOR PROFILE/APPLICATION

| Name of Field Instructor: (Field Instructor is the title given to the person who is responsible for supervising the student at the agency) |
| Last Name of Field Instructor: | First: |

| Title of Field Instructor: BSWMSW PhD Other: __________ |
| Credentials/Licenses:CSWLCSWLCSWACMSWACSW |
| Other: __________ |

| Name of College or University: ____________________________ |
| Graduation date: __________ |

| How many students will you supervise? _____ BSW Students: _____ MSW students ______ |

| Areas of interest: |
| Child Welfare Public Welfare Schools Aging Public Health Mental Health Delinquency (Juveniles) Substance Abuse Developmental Disabilities Corrections |

| Are you employed at the agency where the student will be placed? Yes ____ No ______ |

| If not, What is your current employment: |

| Length of time at current employment: |

| Duties and Responsibilities at current employment: |
*All potential field instructors must provide a resume along with this profile.

FOR OFFICE USE ONLY: Date received in field office ____________________
FORMS AND REPORTS:

FIELD LIAISONS
APPENDIX Q
FIELD LIAISON CHECKLIST
Faculty Liaison Checklist

This form should be completed for every agency visit completed by the Field Liaison.

Faculty Liaison: ___________________________Field Instructor: ___________________________

Student’s Name: ___________________________Field Instructor’s e-mail: ___________________________

Agency Name: ____________________________________________ Field Instructor’s Phone No: ________________

Days/Hours of Placement__________________________________________________________

STUDENT PRACTICE:

Student maintains professional presence? Yes____No____Uncertain____
Student is punctual? Yes____No____Uncertain____
Student is able to look at own behavior, attitudes, feelings regarding clients? Yes____No____Uncertain____
Student is able to seek out assistance and information from colleagues? Yes____No____Uncertain____
Student seeks out learning opportunities? Yes____No____Uncertain____
Student shows initiative in all areas of practice? Yes____No____Uncertain____

SUPERVISION:

Student prepares for supervision? Yes____No____Uncertain____
Student is reflective? Yes____No____Uncertain____
Student is an active learner? Yes____No____Uncertain____
Student submits process recordings as required? Yes____No____Uncertain____
Student’s process recordings are comprehensive? Yes____No____Uncertain____

FIELD INSTRUCTOR (FI):

Is FI accessible to student? Yes____No____Uncertain____
FI holds regular supervision? Yes  No  Uncertain
FI provides attentive feedback on process recordings? Yes  No  Uncertain
FI shows clarity of supervision comments? Yes  No  Uncertain
FI has a reasonable expectation of student? Yes  No  Uncertain
FI’s teaching skills are appropriate? Yes  No  Uncertain
FI is responsive to liaison’s calls? Yes  No  Uncertain

<table>
<thead>
<tr>
<th>Items Reviewed / Discussed (check all that apply)</th>
</tr>
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<tbody>
<tr>
<td>____ Learning Contract (designed/revising)</td>
</tr>
<tr>
<td>____ Process recording/ practice reflections</td>
</tr>
<tr>
<td>____ Supervision (frequency/content)</td>
</tr>
<tr>
<td>____ Appropriate use of self</td>
</tr>
<tr>
<td>____ Problem resolution / mediation</td>
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<tr>
<td>____ Learning contract (progress with activities)</td>
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<tr>
<td>____ Monthly reports</td>
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<tr>
<td>____ Integration with course work</td>
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<tr>
<td>____ Evaluation</td>
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<td>____ Termination</td>
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Comments:
_________________________________________________________________________________
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APPENDIX R

FACULTY LIAISON MONTHLY REPORTINGFORM
Faculty Liaison Monthly Reporting Form

Note: The phone contact reporting form must be completed by the 4th week following the student’s first day of field.

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Student’s Status: BSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency’s Phone #:</td>
<td>Date of Phone Contact:</td>
</tr>
</tbody>
</table>

Please report the progress of the student’s achievement:

1. Has a learning contract/educational plan been developed?

2. If no to the above, does the field instructor need assistance in completing the learning contract?

3. Attach a copy of the student’s job description and review the student’s weekly journals. After reviewing these documents, answer question 4 below.

4. Are the student’s assignments appropriate? If no, what is your plan to ensure that the student’s assignments are appropriate and as agreed upon by the BSW Field Program and the agency?

5. Is the student meeting with the field instructor on a weekly basis for a minimum of 1 hour? Have any problems or concerns been noted? □ Yes □ No If yes, please explain.

Note: Review the Weekly Supervision Format Form

6. Has the student been in attendance at field as scheduled? If no, document why.

Note: Please review the field attendance documentation log in the student’s file. If the student is behind in hours provide documentation of why the student is behind and the performance plan for catching up.
5. Has the student expressed any concerns in integrating classroom knowledge and theory into their field practicum? Is the generalist problem solving model being utilized in placement.

**Note:** For documentation of this, please review the student’s weekly journal and discuss the above with the student and supervisor during site visit.

| Field Liaison’s Signature: | Date: |
APPENDIX S
FACULTY LIAISON MONTHLY TRACKING FORM
Faculty Liaison Monthly Tracking Form

In accordance with the Bachelor of Social Work (BSW) program policies and procedures, each student placed in a field practicum must receive a minimum of at least two agency-based visits per semester. The agency-based visits should be supplemented with a minimum of one phone call to the agency and email regarding the student’s progress and performance during his/her practicum experience. In order to facilitate compliance, the BSW Field Education Office has initiated a monthly tracking form to ensure that the BSW program is in compliance 100% each semester with this requirement. Therefore, please provide the information below for each of your assigned students. The BSW Field Education Office will maintain a master list of all students who received an agency-based contact and phone call during the preceding month. Two weeks before the last day of field/end of the semester, a list will be generated of all students who have not received a visit and phone call at their placement.

Month ___________________________ 20 ___

<table>
<thead>
<tr>
<th>Student’s Name (List all students who received an agency-based visit/phone contact)</th>
<th>√ if Agency-Based Visit completed (specify who was in attendance)</th>
<th>Dates</th>
<th>√ if Phone or email contact made</th>
<th>Dates</th>
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Faculty Field Liaison: __________________________________________ Date submitted ________
Note: Return to Dr. Tamara M. Woods twoods@uncfsu.edu Fayetteville State University BSW Coordinator of Field Education, Lauretta Taylor Room 208 or place in my mailbox.
APPENDIX T

FACULTY LIAISON PRACTICUM CONCERN FORM
Practicum Concern Form

The field liaison should provide in detail the concern presented. Please use an additional sheet if needed.

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Placement:</th>
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</thead>
<tbody>
<tr>
<td>Phone #:</td>
<td>Email:</td>
</tr>
<tr>
<td>Field Instructor:</td>
<td>Field Instructor’s Phone#</td>
</tr>
<tr>
<td></td>
<td>Email:</td>
</tr>
<tr>
<td>Practicum Concern:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was a plan initiated:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, please attach:</td>
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</table>

Discussion, result or outcome:

<table>
<thead>
<tr>
<th>Next scheduled meeting or review of plan</th>
<th>Date:</th>
</tr>
</thead>
</table>

Faculty Liaison’s Signature: Date:
SECTION VIII

OTHER USEFUL INFORMATION
APPENDIXU

FIELD COURSE SYLLABI

SWRK 435
SWRK 465
SWRK 475
SWRK 435 Senior Seminar: Professional Development

DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

SWRK 435 Senior Seminar: Professional Development

Locator Information
Instructor: Tamara Woods, PhD, MSW, LCSW
Course Number and Name: SWRK 435 Senior Seminar
Semester Hour of Credit: 3 semester hours
Day/Time Class Meets: Tues. 4 pm-5:50 pm
Email: tcarter6@uncfsu.edu
Office Phone: (910) 672-1767
Fax: (910) 672-1755
Office Location: Lauretta J. Taylor Building Room 208
Office Hours: Tues. 2 pm-4 pm, Wed. 10 am-4 pm-, Thurs. 10 am-4 p.m. & by appointment.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

Course Description:

This seminar course is a bridge between classroom and field. It is a professional development course and requires students to complete a senior portfolio. Understanding that field education is the signature pedagogy for social work, it is essential that students are prepared for and understand the importance of a successful field experience. This undergraduate field seminar provides the opportunity for students to reflect on the application of theory and classroom learning while adapting professional attitudes and
behaviors. The seminar environment is for students to process expected field experiences and their capacity to pursue beginning generalist practice. Students will be expected to engage in in-depth self-examination, be open to new ideas and input from others, and continually evaluate their own knowledge, values, and skills. The seminar is a forum for the exchange of ideas, feelings, and experiences relative to practical issues, professional growth and development, cultural diversity, the helping process, and social work values and ethics. Students will receive systematic feedback to help them critically assess their own development as they transition from classroom to field practicum.

BSW Program Mission:
The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with an emphasis on rural and military social work
2. To develop social workers who advance and promote social justice
3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.
4. To inculcate in students a respect for diversity and an appreciation for difference as they prepare for service in a multicultural society and global community.
5. To produce social workers who will be effective consumers and producers of research for evidence based practice
6. To produce students who will embrace the concept of lifelong learners
### Course Core Competencies and Related Practice Behaviors

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly.</strong></td>
<td>1. Practice personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate professional demeanor in behavior, appearance, and communication</td>
</tr>
<tr>
<td></td>
<td>3. Engage in career-long learning; and Use supervision and consultation</td>
</tr>
<tr>
<td><strong>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</strong></td>
<td>4. Recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td></td>
<td>5. Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
</tr>
</tbody>
</table>

**Required Text:**

There is no required text for this course but various articles, and books will be part of our reading during the semester. However, we will utilize the following:

**Supplemental Text**


COURSE OBJECTIVES:

This course will address the following knowledge, values and skills objectives:

A. Knowledge Objectives:
   1. Integrate the generalist social work practice content acquired in the classroom to roll play practice situations
   2. Identify the fields of practice and appropriate use of various agency-based technologies.
   3. Recognize the importance of research-informed practice and practice-informed research in working with populations at risk
   4. Discuss career goals and future plans for continuing professional development

B. Values Objectives

   1. Recognize the salient legal and ethical dilemmas confronting social workers in practice with different client systems
   2. Recognition of the values and ethics of the social work profession as set forth in the NASW Code of Ethics
   3. Distinguish clearly their own views and realities from those of others and refrain from judging others based on these differences
   4. Demonstrate an understanding and respect for the positive value of diversity
   5. Recognize and reconcile the difference between personal and professional values

C. Skills Objectives

   1. Ability to employ interventions based upon a strengths perspective and apply in classroom role play
   2. Ability to identify community resources and discuss appropriate utilization of these resources
3. Development of resume and establishment of relationship with the Career Planning and Placement Center

4. Meet the guidelines of an agency for record keeping and reporting in accordance with agency policy and principles of sound social work practice

5. Demonstrate generalist practice through skills displayed in the development and implementation of service learning as a valuable tool of the profession.

Course Rational Relative to the Rest of the Curriculum:
The seminar builds on and re-emphasizes foundation content. It will be taken after all foundation coursework has been completed. It is a preparatory class for the field internship. It creates a basis for understanding of the professional — use of self as defined by practice models used primarily in client/worker relationship. Group discussion and process, the basis and coordination of skills, establishment of values, understanding ethical dilemmas, collaboration with colleagues, and community visits provide the framework to identify as a professional social worker.

Teaching Strategies:

Research indicates that learning among adults occurs when cognitive, affective, and experiential methods are utilized concurrently in the learning process. In order to address all of these domains, the following methods will be utilized in this course:

A. Cognitive Methods

This course utilizes such methods as assigned readings, classroom handouts, lecture materials, visiting lecturers, videos, field trips and classroom discussions, including the introduction of topical subjects, such as licensure, to foster student learning.

B. Affective Methods

Students will engage in classroom discussions, formal presentation of a case, formal presentation of their agency and practice setting, self-awareness exercises, review of documentation/learning tools in class with peer reviews along with their offering support and assistance, and a written paper. Through classroom discussions and assignments,
students will examine their reactions, including new learning and areas for improvement, that impact upon service delivery and interventions with various client systems.

C. **Experiential Methods**

Students will utilize the classroom and community setting to apply generalist social work knowledge, values, and skills, as well as develop awareness of diversity and oppression on various populations-at-risk. In addition, students will identify community resources and the appropriate utilization of these resources. Moreover, they will began to understand the utilization of documentation and various assessment tools, including research to provide culturally relevant and appropriate services to their clients they will be serving.

**Supplemental support:**

Students are expected to make use of the University’s Media Services in completing written assignments. Each student is responsible for reviewing their email accounts daily for course updates and announcements.

A. The University College Learning Center is open for computer use. This department is located at the Helen T. Chick Building.

B. There is also assistance for Supplementary Instruction in writing. This department is also located in the Helen T. Chick Building. Please contact this department at 910 672-1864 to make an appointment or inquire about their services.

C. Internet Resources.

1. Help desk
   BLACKBOARD HELP DESK 910 672-2085 AND SELECT OPTION 1. FOR ITS HELP DESK DIAL THE SAME NUMBER (910 672-2085) BUT SELECT OPTION 2.

2. Smarthinking: [www.smarthinking.com/static/colleges](http://www.smarthinking.com/static/colleges) (On line tutorial and on line writing lab). We will use our course room blackboard smarthinking site. You will access smarthinking from our course room blackboard site. See instructions in blackboard under course documents.

4. www.apastyl.org/journals/webref.html

5. www.psywww.com/resource/apacrib.htm

6. NASW code of ethics www.socialworkers.org/pubs/code/code.asp


8. Foundation for critical thinking www.criticalthinking.org

There are additional e resources on the student companion site.

Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences. If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an
entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

**Course Requirements and Evaluation Criteria**

**Assignments and Exams**

**Final Grade is based on:**

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Senior portfolio</td>
<td>30</td>
<td></td>
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<tr>
<td>E-Portfolio</td>
<td>20</td>
<td></td>
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<tr>
<td>Social Work Field terminology</td>
<td>10</td>
<td></td>
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<tr>
<td>Presentation of Senior Portfolio</td>
<td>15</td>
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<tr>
<td>In-Class Interview Assignment</td>
<td>5</td>
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<tr>
<td>Critical skills thinking in class assignments</td>
<td>10</td>
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</table>

**Grading Scale:**

A: Exceptionally High 92-100
B: Good 83-91
C: Satisfactory 73-82
D: Marginally Passing 64-72
F: Failing Below 63
FN: Failing
W Withdrew by due date W
Grading Criteria:

A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.

Indicators of Exemplary Performance:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented –action or intervention horizon! beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

Academic Integrity:

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.
Confidentiality:
Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Academic Support Resources:

Smart Thinking:
Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select Smart Thinking Student Site, and then select —Tools— from the menu on the left. Click on Smart Thinking login. SEE COURSE DOCUMENTS FOR FURTHER INSTRUCTIONS FOR SMARTTHINKING.

The Writing Center:
Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:
According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written,
regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

Plagiarism:

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:

According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chat rooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distractive talking, including cell phone usage
- audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
• refusal to comply with reasonable instructor directions
• employing insulting language or gestures
• verbal, psychological, physical threats, harassment and physical violence

• **Classroom Etiquette**

• Cellular phones cannot be displayed in the classroom. They must be on vibrate or placed in the off position. If there is an emergency and you will need to have your phone on, please contact the instructor in advance. Blue tooth or similar devices are not allowed in the classroom. Pagers, radios, mp3 players, iPods, and similar electronic devices are very disruptive to the learning process and need to be turned off. If you cannot turn the device off, then remove its battery. If you cannot remove the battery, then please do not bring it to class. Habitual tardiness, leaving class early without permission, disrupting the class, etc. can result in reduction of points from a student’s final grade for lack of participation. Students will not pass notes or carry on private conversations while class is being conducted. Each student is expected to raise their hand and be acknowledged by the instructor. Sleeping, eating, and drinking in class are against university rules and regulations and are not permitted. Similarly, no visitors or children are allowed in class.

**Academic Grievance Process**

As indicated in the university Student Handbook, A student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.
The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.

**Course Outline and Schedule:**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Critical thinking skills assessment and (study schedule)</td>
<td>Review of assessment</td>
<td>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</td>
<td>3.Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Senior Portfolio</td>
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<tr>
<td>Week 2</td>
<td>Syllabus overview and expectations</td>
<td>Review of Syllabus, Overview of</td>
<td>Educational Policy 2.1.1- Identify as a professional social</td>
<td>3.Demonstrate professional demeanor in</td>
<td>Senior Portfolio</td>
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<tr>
<td>Week 3</td>
<td>The career center &amp; Review of Portfolio &amp; e-portfolio</td>
<td>Interviewing Skills and Resume writing</td>
<td>Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly</td>
<td>4. Engage in career-long learning; and Use supervision and consultation</td>
<td>Senior Portfolio</td>
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<tr>
<td>Week 4</td>
<td>E-portfolios &amp; Students strengths/expectations in seeking a field experience</td>
<td><strong>Portfolio in class skills assessment Photos for Field Packets</strong></td>
<td>Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly</td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week 5</td>
<td><strong>Defining Professionalism:</strong> Dress, Attitude, Character and Demeanor</td>
<td>You should be organizing materials and writing portfolio.</td>
<td>Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly</td>
<td>3. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Critical Thinking Skills Assessment &amp; Field Plackets</strong></td>
<td>In class interview assignment &amp; Work on field packets</td>
<td>Educational Policy 2.1.2 — Apply social work ethical principles to guide professional practice.</td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Student voices</strong></td>
<td>Social work Field Terminology</td>
<td>Educational Policy 2.1.10(a) — Engage with individuals, families, groups, organizations, and communities.</td>
<td>Recognize and manage personal values in a way that allows professional</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Week 8 Notes</td>
<td>Week 9 Notes</td>
<td>Week 10 Notes</td>
<td>Week 11 Notes</td>
</tr>
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<td>--------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>NASW Code of Ethics</td>
<td>You should be organizing materials and writing portfolio. WORK ON FIELD PACKETS</td>
<td>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</td>
<td>5. Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>9</td>
<td>FALL BREAK</td>
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<tr>
<td>10</td>
<td>Ethics Talk- the difference between ethical problems and ethical dilemmas; Ethical decision-making models</td>
<td>You should be organizing materials and writing portfolio. FIELD PACKETS DUE</td>
<td>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.</td>
<td>6. Make ethical decisions by applying standards of the National Association of Social Worker Code of Ethics and National Association of Black Social Workers Code of Ethics</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>11</td>
<td>Know Thy Self: Self Awareness Communication: Is Grammar up to the Test?</td>
<td>Interview with course instructor</td>
<td>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly</td>
<td>1. Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>12</td>
<td>Professional Relationships: Supervisors, Colleagues, and Clients</td>
<td>Consultation appointment with advisor</td>
<td>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself</td>
<td>4. Engage in career-long learning; and Use supervision</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>Week</td>
<td>Assignment Details</td>
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<tr>
<td>13</td>
<td><strong>The Field Interview: How to have a Successful Interview</strong></td>
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<td>Field Assignments &amp; preparation for Interviews</td>
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<td>14</td>
<td><strong>APA Writing Workshop &amp; Basic Components of effective writing</strong></td>
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<td></td>
<td>Field Interviews</td>
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<tr>
<td>15</td>
<td>Field Interviews, Field Placement Confirmation Form</td>
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<tr>
<td>16</td>
<td>Portfolios presented</td>
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**Field Interviews**

**Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly**

- Demonstrate professional demeanor in behavior, appearance, and communication

**Senior Portfolio**

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### Suggested Readings:


Appendix

Guidelines for the Senior Portfolio

Fayetteville State

University Department of

Social Work BSW

Program

BSW Senior Portfolio

Portfolio Required for BSW majors
Before graduation, BSW majors must submit a graduating portfolio that includes their written work and learning outcomes. The portfolio will be completed in SWRK Senior Seminar.

It is important that you follow these directions in regards to the appropriate format and necessary components.
Submission requirements

- Your portfolio should be placed in a three ring binder. Dividers should be placed between each section and each part must be labeled;
- Please submit copies of your papers, documents, essays, etc. because your portfolio will not be returned;
- All submitted items must be UNGRADED AND CLEAN;
- Make sure all sections are labeled;
- Please submit a disk copy of your portfolio.

Section I: Transcript

An unofficial transcript from is required.

Section II: Best Papers

Please include an example of your best paper that is at least 5 pages in length and contains references and a reference sheet.

Section III: Self Progress Report

Please submit a 1-2 page analysis of your performance as a student in the BSW program, especially noting the areas you believed you achieved a significant growth as a student, researcher and writer. Also discuss both your strengths and areas for improvement.

Section IV: resume & Cover Letter

Include your most recent resume and cover letter

Section V: Multicultural/Diversity Narrative

Write and submit an essay (between 500 and 700 words) that answers the following statement:

Describe how some of the social work and other courses you have taken over the years have contributed to understanding of diverse groups and cultures (i.e. race, ethnicity, class, and gender).

I am informed about NASW Standards of Cultural Competence and capable of articulating them. I am providing evidence of and reflecting on
• My understanding of Standards of Cultural Competence [ ]

**Section VI: Readiness for Generalist Practice**

Write and submit an essay (between 500 and 700 words) discussing your readiness to enter the profession of social work as a beginning generalist social worker. Use the ten core competencies and related practice behaviors to organize your paper.

**Section VII: Career Plans and Goals**

Write and submit a brief paragraph on your plans and goals after graduation.

**Section VII: Senior Survey**

Complete and submit the accompanied senior exit survey. Please do not place your name or any identification notes on the survey itself.

**Portfolio Checklist**

- "Cover Page" [ ]
- "Table of Contents" [ ]
- Introduction [ ]
- I am capable of entry-level generalist practice according to the 10 core competencies

Outcome 1
I am informed about NASW Code of Ethics and capable of articulating an ethical decision.

Outcome 2
I am providing evidence of and reflecting on
• My understanding of professional codes of ethics [ ]
• My ability to apply professional ethics to dilemmas faced by social workers [ ]
• My ability to make a thoughtful decision from among alternatives and defend my decision. [ ]

Outcome 3
I can explain the values and purposes of the profession.
I am providing evidence
• My understanding of the traditional role of social work
• My understanding of the ethical responsibilities of social workers [ ]

Outcome 4
I am conversant about contemporary social work issues.
I am providing evidence of
• My understanding of my professional roots [ ]
• My familiarity with the issues now facing social workers

Outcome 5
I am prepared for a diverse and multi-cultural world and workplace.
I am providing evidence of and reflecting on
• My ability to function successfully in a world characterized by difference and change [ ]
• My understanding of the challenges presented by difference and change [ ]

Other
Professional Resume [ ]
Professional references [ ]
Unofficial transcript [ ]
Locator Information:

Instructor: Tamara Woods, PhD, MSW, LCSW
Course Number and Name: SWRK 465-01 Block Field Practicum
Semester Hour of Credit: 8 semester hours
Day/Time Class Meets:
Email: tcarter6@uncsu.edu
Office Phone: (910) 672-1767
Fax: (910) 672-1755
Office Location: Laurreta J. Taylor Building Room 208
Office Hours: Tuesday Wednesday & Thursday 10 am-2 pm & by appointment.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncsu.edu/PDFs/EmailPolicyFinal.pdf.

Course Description:

This is a supervised field practicum experience in an approved social work agency which focuses on the development of beginning competency in the application of theory and skills acquired in the professional foundation courses to work with individuals, families, groups, and communities as a beginning generalist. Professional behavior, demonstration of social work ethics, use of the
problem solving process, practical application of interviewing and recording skills, use of community resources and knowledge of the agency’s fit in the human service delivery system are highlights of the course. Students spend four days per week in a block practicum for a total of 480 clock hours for the semester.

The field practicum is provided in collaboration with human/social service agencies forming an integral part of the preparation of students for professional practice in social work. The baccalaureate field experience emphasizes generalist social work practice at the micro, mezzo and macro levels. The learning experiences should be as broad as possible.

The student and field instructor will cooperatively develop an individualized learning agreement using a provided instrument. This agreement details the opportunities/activities that will permit the student to demonstrate the knowledge, values and skills that supports the attainment of the program competencies. More than one competency can be related to any particular learning opportunity. Field assignments must provide opportunities for students to apply and gain a greater understanding of the relationship between theory and practice. Field experience should enhance a student’s ability to complete related course assignments. Site specific opportunities/activities will vary for each student.

BSW Program Mission:

The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with an emphasis on rural and military social work
2. To develop social workers who advance and promote social justice
3. To empower social work students with the knowledge, skills, and values needed to
alleviate oppression, poverty, discrimination, and social and economic injustice.

4. To inculcate in students a respect for diversity and an appreciation for difference as they prepare for service in a multicultural society and global community.

5. To produce social workers who will be effective consumers and producers of research for evidence based practice

6. To produce students who will embrace concept of lifelong learners

**Course Core Competencies and Related Practice Behaviors**

The field practicum measures all 35 practice behaviors selected by the BSW program.

<table>
<thead>
<tr>
<th>Competencies</th>
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<tbody>
<tr>
<td>Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly.</td>
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<tr>
<td>Educational Policy 2.1.3 --- Apply critical thinking to inform and communicate professional judgment</td>
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<tr>
<td>Educational Policy 2.1.4—Engage diversity and difference in practice.</td>
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<tr>
<td>Educational Policy 2.1.5—Advance human rights and social and economic justice.</td>
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<tr>
<td>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</td>
</tr>
<tr>
<td>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.</td>
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<tr>
<td>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment</td>
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<tr>
<td>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
</tr>
<tr>
<td>Educational Policy 2.1.9—Respond to contexts that shape practice</td>
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<tr>
<td>Educational Policy 2.1.10(a)—Engagement</td>
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<td>Educational Policy 2.1.10(b)—Assessment</td>
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<td>Educational Policy 2.1.10(c)—Intervention</td>
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<td>Educational Policy 2.1.10(d)—Evaluation</td>
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</tbody>
</table>
Required Textbook:
BSW Field Manual and In-Class Handouts

COURSE OBJECTIVES:
This course will address the following objectives:
A student who successfully completes this course will demonstrate the following competencies:

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

Course Rationale Relative to the Rest of the Curriculum:
Field education is related to the entire curriculum. Field education is where students put into practice the knowledge, values, and skills that have been taught in the classroom. It requires that students demonstrate understanding and acceptance of attitudes, values, and ethical principles fundamental to professional social work. Connections between the classroom and actual practice
are augmented with practice, research, policy, human behavior and the social environment, and diversity courses.

Teaching Strategies

Research indicates that learning among adults occurs when cognitive, affective, and experiential methods are utilized concurrently in the learning process. In order to address all of these domains, the following methods will be utilized in this course:

A. Cognitive Methods

This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, student presentations, classroom discussions, student journals, case record documentation, supervisory conference, and demonstration of interviewing skills, field liaison visits to agency, learning contracts, mid-term and final evaluations, and assignments.

B. Affective Methods

This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, student presentations, classroom discussions, student journals, case record documentation review, supervisory conference, demonstration of interviewing skills, field liaison visits to agency, learning contracts, mid-term and final evaluations, and assignments. Through these activities, students will examine their reactions, including new learning and areas for improvement, that impact service delivery and interventions with various client systems.

C. Experiential Methods

Students will utilize their practice setting to apply generalist social work knowledge, values, and skills, as well as develop awareness of diversity and oppression on various populations-at-risk. In addition, students will demonstrate interviewing techniques of the General Method and community resources and the appropriate utilization of these resources. Moreover, in their practice setting they will utilize various assessment tools, including research to provide culturally relevant and appropriate services to their clients.

Disabled Student Services:
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203
Attendance and Class Participation Policy

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

Course Requirements and Evaluation Criteria:

The BSW foundation field practicum focuses on generalist practice with individuals, families, groups, communities and organizations. The practicum is designed to enable students to utilize the liberal arts base and integrated knowledge of human behavior, social policy, research, practice methods, values and ethics, diversity, populations-at-risk and economic and social justice within a systems framework at the beginning generalist level. Field Instruction days at the agency are Monday through Thursday. Interns are required to attend Field Practicum Orientation. Students may not schedule other courses during field instruction agency hours. Students earn 480 clock hours during the semester to satisfactory complete the field practicum. Placements are selected to provide the best opportunities for supporting and integrating course content from a generalist practice perspective.

Students will be assigned tasks in the agencies that allow them to work with individuals, families, groups, communities and organizations and to discover how these activities relate to social work. The range of appropriate tasks for BSW students include, but are not limited to, the following: (1) work with agency clients, individually, or as a part of a group, with an appropriately sized caseload, (2) community resource development, (3) client advocacy, (4) inter-agency cooperation, (5) inter-disciplinary collaboration, (6) interviewing, (7) use of the problem-solving process, (8) client referral, (9) intake, (10) case management and (11) supportive counseling. In general, BSW field instructors should use these kinds of tasks to facilitate growth, development or change in their students during the field practicum.

In the beginning weeks, the student will become oriented to the agency, staff roles, the field of practice, the community, and the client population. Students focus on professional role identity
and the formalization of professional behaviors. They learn how to identify as a professional social worker and conduct self accordingly.

BSW students at Fayetteville State University typically are college aged young adults. They have generally not had work experience at the professional level. They will need clear directions as to agency expectations in the areas of dress, attendance requirements, agency policies and procedures, both formal and informal, chain of command, supervisory expectations and appropriate behavior with clients and the agency personnel. Social workers in the agency and other professional serve as mentor and role models for what is considered professionally appropriate. Students are on a developmental path as they transition from student to professional. Direct supervision and consultation are crucial to their success.

Assigning the final letter grade is the responsibility of the faculty liaison. Although the final grade represents field seminar performance is also considered, The faculty field liaison has the discretion to lower a student’s final grade for: (1) failure to turn in on time all time sheets, the learning contract, assignments, or any additional course requirements; (2) failure to complete any assignment or a course requirement; (3) failure to attend and/or participate in field seminar; (4) inconsistencies in student performance between field placement and field seminar; and (5) failure to complete the minimum 480 field placement hours.

- Students must complete a minimum of 32 hours, four days per week, totaling a minimum of 480 clock hours for the semester. Any time missed must be made up.
- Students must not end their field placement any earlier than finals week of the semester.
- Student will submit a completed learning agreement to their field liaison.
- Students are expected to submit weekly time logs in the integrative field course.

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<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Documentation and Completion of Minimally 480 Clock Hours (Bi-Weekly Time Logs)</td>
<td>50%</td>
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<tr>
<td>Mid-Term Evaluation</td>
<td>20%</td>
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<tr>
<td>Final Evaluation</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
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<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
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Grading Criteria:

**A:** Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

**B:** Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

**C:** Meets minimum course requirements.

**D:** Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

**F:** Did not meet minimum course requirements.

Indicators of Exemplary Performance:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented –action or intervention horizon beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

Academic Integrity:

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.
Confidentiality:
Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Academic Support Resources:
Smart Thinking:
Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select Smarttinking Student Site, then select “Tools” from the menu on the left. Click on “Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:
Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:
According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

Plagiarism:
Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion.
the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:
According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chat rooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distractive talking, including cell phone usage
- audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
- refusal to comply with reasonable instructor directions
- employing insulting language or gestures
- verbal, psychological, physical threats, harassment and physical violence

Classroom Etiquette
1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.
2. Students are not permitted to sleep in class.
Academic Grievance Process

As indicated in the university Student Handbook, a student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.

Course Outline and Schedule:

The field practicum takes place in an agency based setting and follows the schedule of the agency. The filed placement calendar serves as a guide as the student moves through the placement. All competencies and practice behaviors are measured via the field learning contract and field evaluation.
### Field Placement Calendar

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<tr>
<th>Date</th>
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<th>Who</th>
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### Suggested Readings:


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**SWRK 475 Integrative Field Seminar**

DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

Locator Information:

Instructor: Tamara Woods, PhD, MSW, LCSW
Course Number and Name: SWRK 475-01 Integrative Seminar
Semester Hour of Credit: 2 semester hours
Day/Time Class Meets: Wednesday 3 p.m.
Email: tcarter6@uncfsu.edu
Office Phone: (910) 672-1767
Fax: (910) 672-1755
Office Location: Lauretta J. Taylor Building Room 208
Office Hours: Online: Monday, Tuesday Wednesday & Thursday 10 am-2 pm & by appointment.
**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

**Course Description:**

The purpose of the integrative field seminar is to provide the student a forum for the integration of academic learning within an agency-based field placement. Focus is on the common experiences and concerns of field students in their evolution from student to social work practitioner.

The seminar includes discussions on selected topics (both instructor- and student-initiated) and agency and case presentations by students. Seminar students have an opportunity to discuss issues related to their learning experiences in the agency. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying social work knowledge, values, and skills from one setting to another.

**BSW Program Mission:**

The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

**BSW Program Goals:**

1. To prepare students for beginning generalist social work practice with individuals,
families, groups, organizations and communities with an emphasis on rural and military social work

2. To develop social workers who advance and promote social justice

3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.

4. To inculcate in students a respect for diversity and an appreciation for difference as they prepare for service in a multicultural society and global community.

5. To produce social workers who will be effective consumers and producers of research for evidence based practice

6. To produce students who will embrace concept of lifelong learners

**Course Core Competencies and Related Practice Behaviors**

The integrative seminar measures the 10 competencies, and all 41 practice behaviors selected by the BSW program.

<table>
<thead>
<tr>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.</td>
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<tr>
<td>Educational Policy 2.1.3 --- Apply critical thinking to inform and communicate professional judgment</td>
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<td>Educational Policy 2.1.4 — Engage diversity and difference in practice.</td>
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<td>Educational Policy 2.1.5 — Advance human rights and social and economic justice.</td>
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<tr>
<td>Educational Policy 2.1.6 — Engage in research-informed practice and practice-informed research.</td>
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<td>Educational Policy 2.1.7 — Apply knowledge of human behavior and the social environment</td>
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<td>Educational Policy 2.1.8 — Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
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<tr>
<td>Educational Policy 2.1.9 — Respond to contexts that shape practice</td>
</tr>
<tr>
<td>Educational Policy 2.1.10(a) — Engagement</td>
</tr>
<tr>
<td>Educational Policy 2.1.10(b) — Assessment</td>
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Required Textbook:


The BSW Program Field Manual


COURSE OBJECTIVES:

This course will address the following knowledge, values and skills objectives.

A. Knowledge Objectives

1. Students will have knowledge of the person in environment perspective as it relates to practice.

2. Students will have an understanding of the essential components of the professional helping relationship.

3. Students will have knowledge of problem situations and a general set of problem solving activities.

4. Students will demonstrate knowledge of the impact of policy on client systems.

5. Students will demonstrate knowledge of the impact of policy and social, political, economic and cultural factors on the development and delivery of social work services to diverse populations.
6. Students will demonstrate the use of the professional self and will understand the importance of being professional, reflective, and self-evaluating.

**B. Values Objectives**

1. Students are expected to demonstrate an appreciation of professional ethics with emphasis on dignity and worth of every human being.

2. Students should demonstrate a value for human life opportunity enhancement, without discrimination on the basis of age, gender, race, socioeconomic class, or sexual preference.

3. Students will be able to identify and resolved value dilemmas and participate in sound ethical decision making processes.

**C. Skills Objectives**

1. Students will apply an understanding of the person in environment perspective to practice and construct an eco-map.

2. Students will utilize relationship skills essential to the helping process in a culturally competent context.

3. Students will be able to assume and participate in level appropriate leadership roles.

4. Students will demonstrate the appropriate use of social work supervision and consultation.

5. Students will identify and differentially assess problem situations and engage in a systematic change plan process based on the steps of the generalist intervention model and a strengths perspective.

6. Students will link people with systems that provide them with resources, services and opportunities and advocate for the basic worth and dignity of each human being.

7. Students will develop, implement, and evaluate appropriate intervention plans.

**Course Rationale: How this Course Relates to the Rest of the Curriculum**

Field Seminar provides the student with the opportunity to integrate knowledge and insights developed in the classroom by exploring the field experience through group process. Integrative
Seminar utilizes presentations, case consultations, group process, agency resources, ethical dilemmas, and personal development to achieve professional awareness and identity

Teaching Strategies:

Research indicates that learning among adults occurs when cognitive, affective, and experiential methods are utilized concurrently in the learning process. In order to address all of these domains, the following methods will be utilized in this course:

A. Cognitive Methods

This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, student presentations, classroom discussions, student journals, case record documentation, supervisory conference, and demonstration of interviewing skills, field liaison visits to agency, learning contracts, mid-term and final evaluations, and assignments.

B. Affective Methods

This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, student presentations, classroom discussions, student journals, case record documentation review, supervisory conference, demonstration of interviewing skills, field liaison visits to agency, learning contracts, mid-term and final evaluations, and assignments. Through these activities, students will examine their reactions, including new learning and areas for improvement, that impact service delivery and interventions with various client systems.

C. Experiential Methods

Students will utilize their practice setting to apply generalist social work knowledge, values, and skills, as well as develop awareness of diversity and oppression on various populations-at-risk. In addition, students will demonstrate interviewing techniques of the General Method and community resources and the appropriate utilization of these resources. Moreover, in their practice setting they will utilize various assessment tools, including research to provide culturally relevant and appropriate services to their clients.

Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please
contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

**Attendance and Class Participation Policy**

The field integrative seminar is a required component of field education. Students must arrange their schedules to accommodate this class. Students are expected to be on time and to attend all sessions during the semester. Active participation is essential to the success of a student’s performance in seminar.

Please refer to the FSU Student Catalog for the *Undergraduate Attendance Policy*. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.

**Course Requirements and Evaluation Criteria**

All assignments must be completed by the due dates. Weekly logs and signed time sheets must be handed on the dates due. It is the student's responsibility to make sure that all work, including the supervisor’s evaluations, is completed on time. While many of us wait until the last minute to start our tasks, your supervisor may not want to work on this schedule. Please check with your supervisor as to how much advance notice he/she would like from you on assignments that need his/her cooperation. All forms, assignments, and the field calendar can be downloaded from the Department’s Website.

**Final Grade is based on:**

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<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Monthly Reports</td>
<td>10%</td>
<td>2nd Mon. of each month</td>
</tr>
<tr>
<td>In class critical thinking skills exercises</td>
<td>10%</td>
<td>Each Monday</td>
</tr>
</tbody>
</table>

206
| Weekly Journal | 10% | Weekly- each Monday |
| Learning Contract | 20% | 9/22 |
| Process Recording | 5% | 10/6 |
| Peer Review | 5% | 11/3 |
| Assessment Final paper | 15% | 11/10 |
| Final Presentation | 10% | 11/10 |
| Portfolio | 5% | 11/17 |
| Total | 100% | |

• Students must complete a minimum of 32 hours per day, four days per week, totaling a minimum of 480 clock hours for the semester. Any time missed must be made up.
• Students must not end their field placement any earlier than finals week of the semester.
• Student will submit a completed learning agreement to their field liaison. See Field Placement calendar.
• Students are expected to submit weekly time logs in the integrative field seminar course.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
</tr>
<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
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<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
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<tr>
<td>FN</td>
<td>Failing</td>
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<tr>
<td>W</td>
<td>Withdrawn by due date</td>
<td>W</td>
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</table>

**Grading Criteria:**

A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.
F: Did not meet minimum course requirements.

Indicators of Exemplary Performance:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented –action or intervention horizon beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

Academic Integrity:

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

Confidentiality:

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Academic Support Resources:

Smart Thinking:
Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select Smart Thinking Student Site, then
select “Tools” from the menu on the left. Click onl Smart Thinking® login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:
Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:
According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and/or expulsion.

Plagiarism:
Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:
According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chat rooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
• use of tobacco products
• monopolizing discussion
• persistent speaking out of turn
• distractive talking, including cell phone usage
• audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
• refusal to comply with reasonable instructor directions
• employing insulting language or gestures
• verbal, psychological, physical threats, harassment and physical violence
Classroom Etiquette

1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.

2. Students are not permitted to sleep in class.

Academic Grievance Process

As indicated in the university Student Handbook, A student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice
Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.

Course Outline and Schedule:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
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<td></td>
<td></td>
<td>1) Weekly journal due</td>
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<td>2) Time sheets</td>
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<tr>
<td>Week 3</td>
<td>Self-awareness; Self-assessment; Self-care Communication /Interviewing Skills Interpersonal Skills</td>
<td>Weekly journal due</td>
<td>ALL</td>
<td>ALL</td>
<td>Learning Contract -Field Evaluation -Logs -Papers</td>
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<tr>
<td>Week 4</td>
<td>Learning and Supervisory Styles</td>
<td>Learning Contract Due</td>
<td>ALL</td>
<td>ALL</td>
<td>Learning Contract -Field Evaluation -Logs -Papers</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Due/Handout</td>
<td>Evaluation</td>
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</table>
| 5    | Process Recording
Weekly journal due
Monthly report due | ALL | Logs, Papers |
| 6    | Students’ initial observations; organizational context of practice | Agency Paper Due
Weekly journal due | Learning Contract
-Field Evaluation
-Logs
-Papers |
| 7    | Cultural Competence | 1) Weekly journal
due
2) Time sheets
Gambrill, Evidence-based practice: An alternative to authority-based practice (e-reserve) | Learning Contract
-Field Evaluation
-Logs
-Papers |
| 8    | Critical thinking
Evidence-based practice | NASW Standards for Cultural Competence (Field Manual)
Weekly journal due
Monthly report due | Learning Contract
-Field Evaluation
-Logs
-Papers |
| 8    | Confidentiality/
Ethical behavior Handout:
Confidentiality | Reading: Berg-Weger, chapter 9
Due: Case Intervention Plan
Weekly journal due | Learning Contract
-Field Evaluation
-Logs
-Papers |
<table>
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<tr>
<th>Week 9</th>
<th>Personal and Professional Boundaries Supervision Issues</th>
<th>Reading: Kagle &amp; Giebelhausen, -Dual Relationships and Professional Boundaries</th>
<th>ALL</th>
<th>ALL</th>
<th>Learning Contract -Field Evaluation -Logs -Papers</th>
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<td>1) Weekly journal due 2) Time sheets</td>
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<td>Case Bio-Psycho-Socio-Cultural Assessment Due</td>
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<td>Weekly journal due</td>
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<td>Week 11</td>
<td>Practice Issues</td>
<td>1) Weekly journal due 2) Time sheets Reading: Handout on Practice</td>
<td>ALL</td>
<td>ALL</td>
<td>Learning Contract -Field Evaluation -Logs -Papers</td>
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<td>Weekly journal due Monthly report due</td>
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### Week 13

**Termination**

1) **Weekly journal due**  
2) **Time sheets**

Handout: Termination Reading: Berg-Weger, chapter 10

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<th>ALL</th>
<th>ALL</th>
<th>Learning Contract - Field Evaluation - Logs - Papers</th>
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</table>

### Week 14

**Assessment of Field Experience**

**Weekly journal due**

**Due:**  
Field supervisor's final evaluation of student  
Student's final evaluation of field placement/field supervisor

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<th>ALL</th>
<th>ALL</th>
<th>Learning Contract - Field Evaluation - Logs - Papers</th>
</tr>
</thead>
</table>

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**Suggested Readings:**


*Handbook of social work with groups*, (pp. 384-399). New York: Guilford Press.


Coulton, C. (2005). The place of community in social work practice research:


APPENDIXV

NASWCODE OF ETHICS
National Association of Social Workers Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with -and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.
Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.

2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. * In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the
context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision-making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many theories about ethical decision making that are helpful. Social workers should consider ethical theory and principles, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision-making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance, social workers should consult the relevant literature on professional ethics and ethical decision-making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, and agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference.
Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

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

**Value: Service**

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

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

**Value: Social Justice**

Ethical Principle: Social workers challenge social injustice.

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

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

The following ethical standards are relevant to the professional activities of all social workers. These standards concern:

(1) social workers' ethical responsibilities to clients,
(2) social workers' ethical responsibilities to colleagues,
(3) social workers' ethical responsibilities in practice settings,
(4) social workers' ethical responsibilities as professionals,
(5) social workers' ethical responsibilities to the social work profession, and
(6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.1 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.2 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.3 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, and clients' right to refuse or
withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.4 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment
and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.5 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.6 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there are a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether
professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.7 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client’s circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure
location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.9 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers-not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship- assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers-not their clients-who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are
responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

    Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

    Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

    (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

    (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

    (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.
2. Social Workers' Ethical Responsibilities to Colleagues

2.1 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.2 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.3 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.
2.4 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.5 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.
2.6 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.7 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.8 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.9 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers that believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.1 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in whom there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.2 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when students are providing services.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.3 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.4 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.5 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.6 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.7 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair.

When client needs cannot be met, an allocation procedure should be developed that is non-discriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.8 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for which they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.9 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers’ Ethical Responsibilities as Professionals

4.1 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.2 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.3 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.
4.4 Dishonesty I Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.5 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.6 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.7 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.8 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.1 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(e) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants. They should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers’ Ethical Responsibilities to the Broader Society

6.1 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.2 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.3 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.4 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability. (Retrieved October 27, 2003 from http://www/socialworkers.org/pubs/code/code.asp).
APPENDIX W

COUNCIL ON SOCIAL WORK EDUCATION
2008 EDUCATION POLICIES AND ACCREDITATION STANDARDS
Council on Social Work Education
Educational Policy and Accreditation Standards

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

1.1.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.1.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The BSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies and Related Practice Behaviors
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge
from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.
2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race,
religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to BSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering BSW programs are not to repeat what has been mastered in their BSW programs. BSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree
Recognition and Evaluation Service, or covered under a memorandum of agreement with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination
3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both. The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation
3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty
Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

3.3.1 The Program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.
Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.4.2 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

M3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the BSW Program Director has a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

3.4.5(d) The program provides documentation that the field director has a fulltime appointment to the social work program.
Educational Policy 3.5—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

The BSW Program has been allocated sufficient resources to achieve program goals and objectives.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support it.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment
Educational Policy 4.0—Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment
4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).
4.1.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.1.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.1.4 The program describes how it makes its constituencies aware of its assessment outcomes. The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.
APPENDIX X

NASWSTANDARDS FOR CULTURAL COMPETENCE IN SOCIAL WORK PRACTICE
Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness
Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge
Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills
Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Standard 5. Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy
Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

Standard 7. Diverse Workforce
Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and agencies that ensure diversity within the profession.

Standard 8. Professional Education
Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity
Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership
Social workers shall be able to communicate information about diverse client groups to other professionals.