

**SCHOOL OF SOCIAL WORK**

**BACHELOR OF SOCIAL WORK PROGRAM**

**FIELD EDUCATION MANUAL**

## School of Social Work

## 1200 Murchison Road

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**ACKNOWLEDGEMENTS**

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

Tamara Woods, PhD, LCSW

BSW Coordinator of Field Education School of Social Work

Fayetteville State University

**Field Education**

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 Faculty**

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**BSW Field Education Calendar Fall 2017**

|  |  |
| --- | --- |
|  |  |
| **Date** | **Activity/Tasks** |
| August 10, 2017 | Field Education Conference/Field instructor orientation |
| August 15, 2017 | Classes Begin |
| August 15, 2017 | First Day of Field |
| August 17, 2017 | Meeting with Field Faculty 6 pm Room 230 LTB |
| September 4, 2017 | Labor Day University Closed |
| September 4, 2017 | Faculty field liaison must make contact via telephone or email with agency and student by this date |
| September 18, 2017 | **Learning Contracts Due to seminar instructor and FFI** |
| Oct. 2, 2017 | MIDTERM VISITS BY FFL MUST BE COMPLETE. LIAISON FORMS DUE TO DR. WOODS BY 10/4 NO LATER THAN 5 PM |
| Oct. 3- Oct. 9, 2017 | Midterm exams |
| Oct. 9, 2017 | **Mid-Semester Field Practicum Evaluations Due to Field Liaison** |
| Oct. 10, 2017 | Pre-field orientation (PROSPECTIVE FIELD STUDENTS) |
| Oct. 11, 2017 | **Midterm Evaluations due to Director of field by 5 p.m. GRADES CANNOT BE ISSUED WITHOUT REQUIRED EVALUATION** |
| Oct. 12-Oct. 14, 2017 | Fall break No classes |
| Oct. 24, 2017 | Pre-field packets due (prospective field students) |
| Oct. 24, 2017 | Field Packets Due to Dr. Woods (SWRK 435) |
| November 20, 2017 | Comprehensive Exam (online) |
| Nov. 21, 28th and Dec. 5th | Portfolio Presentation (SWRK 435) |
| November 27, 2017 | **BSW Final Field Practicum Evaluations and All Other Documents Due to Seminar Instructor and Field Liaison** |
| November 29, 2017 | **Field Evaluation, Evaluation of Agency and Field Instructor as well as Exit Survey Due to Director of BSW Program by 11/29 no later than 5 pm GRADES CANNOT BE ISSUED WITHOUT ALL FIELD FORMS** |
| November 29, 2017 | FINAL VISITS BY FFL MUST BE COMPLETE. LIAISON FORMS DUE TO DR. WOODS BY 10/29 NO LATER THAN 5 PM |
| Nov. 30, 2017 | **Last Day of Field (students must remain in field until this date)** |
| Dec. 2-Dec. 8, 2017 | Final Examinations |
| December 5, 2017 | Last Day of Class for Non field students |
| December 11, 2017 | Final grades due for all students |

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES SCHOOL OF SOCIAL WORK BACHELOR OF SOCIAL WORK PROGRAM

**Field Education Calendar Spring 2018**

|  |  |
| --- | --- |
| **Date** | **Activity/Tasks** |
| January 15, 2018 | MLK Holiday (University Closed) |
| January 16, 2018 | BSW Field conference |
| January 16, 2018 | Classes begin |
| January 17, 2018 | First day of Field |
| TBD | Deadline for BSW students to return their field applications |
| TBD | **Learning contracts Due** |
| TBD | Field Interviews |
| March 3-9, 2018 | Midterm exams |
| March 10-16, 2018 | Midterm Break |
| TBD | **Mid-Semester Field Practicum Evaluations Due to Field Liaison** |
| TBD | Pre-field orientation |
| TBD | Field Packets Due |
| TBD | Pre-field packets Due |
| March 30, 2018 | Good Friday |
| TBD | Deadline for students to submit their Acceptance Form from the agency |
| TBD | BSW Field conference |
| TBD | **BSW Final Field Practicum Evaluations and All Other Documents Due to Field Liaison** |
| TBD | Last Day of Classes |
| TBD | Exams for all students |
|  |  |
| May 12, 2018 | Commencement-Congratulations! |
| TBD | Final grades due for all students |

**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 0. 0. 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

served for relatively short periods until 1899: Robert L. Harris, Charles W. Chesnutt, Ezekiel E. Smith, George Williams, and the Rev. L. E. Fairley.

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.

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Dr. James A. Anderson began his duties as the 11

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).

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES

##### SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PROGRAM

**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 |

**SECTION II**

**Bachelor of Social Work**

**Plan of Study – Four Year Plan**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Banner ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FRESHMAN YEAR - FIRST SEMESTER** | | | | | |
| **COURSE** | **HRS** | **GRADE** | **SEMESTER** | **Or May take** | **MAY SUBSTITUTE for Transfer from CC** |
| **UNIV 110 (2) or 101**  **(Waived for transfer students)** | **1** |  |  | **NA** | **ACA 111 and ACA 115** |
| **ENGL 110** | **03** |  |  | **NA** | **ENG 111** |
| **PHIL 110** | **03** |  |  | **PHIL 212 or**  **PHIL 220** | **PHIL 215 or**  **PHIL 230** |
| **MATH121** | **03** |  |  |  | **MAT 140** |
| **HIST 210** | **03** |  |  | **NA** | **HIST 221** |
| ***Humanities/Fine Arts (Choose one):***  **ART 210 or ART 211 ENGL 211 or ENGL 212 ENGL 240 or ENGL 360 ENGL 431 or ENGL 350 HUM 211 or HUM 212**  **MUSI 210 or MUSI 225** | **03** |  |  | **COMM 220 or ENGL 220 or ENGL 250 or ENGL 253 or MUSI 260 or PHIL 210 or RELI 215 or THEA 203** | ***(Choose one):***  **ART 111 or ART 114 ENG 261 or ENG 262**  **ENG 131 or ENG 132**  **ENG 133 or ENG134**  **HUM 211 or HUM212**  **MUS 112 or ART 115** |
| **TOTAL** | **16** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FRESHMAN YEAR - SECOND SEMESTER** | | | | | |
| **COURSE** | **HRS** | **GRADE** | **SEMESTER** |  | **MAY SUBSTITUTE for transfer** |
| **UNIV 102** | **01** |  |  | **NA** | **ACA 115** |
| **ENGL 120** | **03** |  |  | **NA** | **ENG 112, ENG 113, or ENG 114** |
| **HIST 211 (US Hist)** | **03** |  |  | **HIST 100 or HIST 322 or HIST 212 or HIST 110 or HIST 120** | **HIS 111 or HIS 112 Oo HIS 131 or HIS 132** |
| **MATH 123** | **04** |  |  | **MATH 126 or MATH 129 or MATH 130 or MATH 130 or MATH 131 or MATH 140 or STAT 202** | **MAT 161** |
| **SOCI 210** | **03** |  |  | **NA** | **SOC 210** |
| **HEED 1 12 or Two classes selected from**  **PEDU 100-141** | **02** |  |  | **FINC 100 or GEOG 110 or PEDU 101 or PEDU 107 or PEDU 112 or PEDU 120 or PEDU 122 or PEDU 130 or PEDU 132 or PEDU 140** | **PED 110 or**  **two PED classes at the 100 level** |
| **TOTAL** | **16** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SOPHOMORE YEAR - FIRST SEMESTER** | | | | | |
| **COURSE** | **HRS** | **GRADE** | **SEMESTER** | **Or May Take** | **MAY SUBSTITUTE for Transfer** |
| **PSYC 210 General Psychology** | 3 |  |  | **NA** | **PSY 150 General Psychology** |
| **SPEE 200 Speech** | 3 |  |  | **NA** | **COM 231 Public Speaking** |
| **SWRK 230 Introduction to Social Work** | 3 |  |  | NA | NA |
| **BIOL 110 General Biology I**  **or**  **NSCI 120** | 4 |  |  | BIOL 130 or BIOL 150 or BIOL 160 | **BIO 110 Principle s of Biology**  **or**  **BIO 111 General Biology I or**  **BIO 112 General Biology II** |
| **SPAN 110 Elementary Spanish I** | 3 |  |  | Will accept 3 credits of FL in the same language. | **SPA 111 Spanish** I |
| **TOTAL** | **16** |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PHOMORE YEAR - SECOND SEMESTER** | | | | | |
| **COURSE** | **HRS** | **GRADE** | **SEMESTER** | **Or May Take** | **MAY SUBSTITUTE for transfer** |
| **POLI 200 or POLI 210** | 3 |  |  | **POLI 220 or POLI 230 or POLI 332 or POLI 442** | **POL 120 American Government** |
| **ECON 211 or ECON 212** | 3 |  |  | **NA** | **ECO 251 Prin. of Microeconomics or ECO 252 Prin. Of Econ** |
| **ANTH 210** | 3 |  |  | SOCI 150 or SOCI 370 or SOCI 412 or SOCI 470 or GEOG 270 or GEOG 340 |  |
| **AST 111 or**  **CHEM 140 or**  **CHEM 160 or**  **NSCI 110 or** | **4** |  |  | ASTR 112 or CHEM 141 or CHEM 161 and CHEM 162 or PHYS 111 or PHYS 112 | **AST 151/151A or AST 152/152A or**  **CHM 151 General Chemistry I or**  **CHM 152 General Chemistry II or**  **PHY 110 Survey of Physical Science** |
| **SPAN 120 Elementary Spanish II** | 3 |  |  | **Will accept 3 credit for the same language as above** | **SPA 112 Spanish II** |
| **TOTAL** | **16** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **JUNIOR YEAR - FIRST SEMESTER** | | | | |
| **COURSE** | **HRS** | **GRADE** | **SEMESTER** |
| **SWRK 310 Statistics for Social Workers** | 3 |  |  |
| **SWRK 330 HBSE I: Infancy to Adolescence** | **3** |  |  |
| **SWRK 340 Social Welfare Policy I: Social Welfare History** | **3** |  |  |
| **SWRK 360 SW Generalist Practice I: Individuals** | **3** |  |  |
| **SWRK 365 Intervention and Communication Skills** | **3** |  |  |
| **TOTAL** | **15** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **JUNIOR YEAR - SECOND SEMESTER** | | | |
| **COURSE** | **HRS** | **GRADE** | **SEMESTER** |
| **SWRK 320 Research Methods: Practice Oriented** | **3** |  |  |
| **SWRK 335 HBSE II: Young Adulthood to Old Age** | **3** |  |  |
| **SWRK 350 Social Welfare Policy II: Policy Analysis and Evaluation** | **3** |  |  |
| **SWRK 370 SW Generalist Practice II: Families and Groups** | **3** |  |  |
| **SWRK 375 SW Practice with Military Families** | **3** |  |  |
| **TOTAL** | **15** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SENIOR YEAR - FIRST SEMESTER** | | | |
| **COURSE** | **HRS** | **GRADE** | **SEMESTER** |
| **SWRK 410 Generalist Practice III: Communities and Organizations** | **3** |  |  |
| **SWRK 445 Cultural Diversity** | **3** |  |  |
| **SWRK 435 Senior Seminar: Professional Development** | **3** |  |  |
| **SWRK Elective (220 satisfies ETCE requirement)** | **3** |  |  |
| **SWRK Elective** | **3** |  |  |
| **TOTAL** | 15 |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SENIOR YEAR - SECOND SEMESTER** | | | |
| **COURSE** | **HRS** | **GRADE** | **SEMESTER** |
| **SWRK 465 Block Field Practicum** | **8** |  |  |
| **SWRK 475 Integrative Field Seminar** | **2** |  |  |
| **General Elective** | **3** |  |  |
| **TOTAL** | **13** |  |  |
| **Total for the Major** | **121 Hours** | | |

Other courses that will satisfy ETCE requirement: BADM 220 or CRJC 203 or EDUC 211 or ENGL 232 or ENGL 233 or ETCE 101 or ETCE 102 or ETCE 103 or ETCE 200 or GEOG 270 or HCM 200 or HIST 211 or PHIL 120 or PHIL 212 or PNUR 210 or POLI 150 or SWRK 220

Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Transfer Credits \_\_\_\_\_\_\_\_\_ Total Credits All \_\_\_\_\_\_

Comments or advisement notes:

Revised and effective spring 2017

# Social Work Elective Courses

|  |  |  |
| --- | --- | --- |
| **Course Number** | **Course Title** | **Course Credits** |
| **SWRK 220** | **Introduction to Human Services** | **03** |
| **SWRK 380** | **Health and Social Work** | **03** |
| **SWRK 415** | **School Social Work** | **03** |
| **SWRK 420** | **Substance Abuse** | **03** |
| **SWRK 425** | **Social Work with Families** | **03** |
| **SWRK 440** | **Social Work with People of Color** | **03** |
| **SWRK 470** | **Aging and Social Work** | **03** |
| **SWRK 480** | **Child Welfare Services** | **03** |
| **SWRK 490** | **Special Topics in Social Work** | **03** |

## 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(3)

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 of 2.7 in major courses, 2.5 overall, 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**

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 9 educational competencies and 31 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 a 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 student intern will turn in a weekly journal. The journal will be a learning tool for the student. 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.

## Student Field Practicum Monthly Report:

Students are expected to complete a monthly report to be reviewed and signed by their field instructors and faculty field liaison. The student Field Practicum Monthly Report must also 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 must 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 faculty field liaison awards the grade earned for the field practicum and 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:

* 1. The field intern demonstrates a high level of professional behavior in that client needs and agency responsibilities generally take precedence over personal needs.
  2. The intern is prepared for the supervisory conference with an agenda and requests feedback for professional growth.
  3. There are no problems with time and attendance, dress, attitude and professionalism in the work place.
  4. 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.
  5. 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**).

1. 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.

1. Cancel and reschedule appointments and arrange for tasks to be handled when absences occur, in compliance with agency procedures.
2. 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.
3. 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.
4. 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.**
5. Prepare for and attend all scheduled supervisory conferences and obtain a clear understanding of the material presented and tasks assigned.

##### Respect the confidentiality of all case materials and client interviews.

1. 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.
2. 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.

1. Monitor students’ hours for the placement by both sign in and out sheets and attendance log.
2. Review, supervise and evaluate student learning activities.
3. Review and evaluate students’ written assignments.
4. Participate in field Instruction orientation and other meetings related to field Instruction.
5. Serve as a professional role model for students.
6. Complete the mid-term and end of term evaluation of the student.
7. 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.
8. Insure that students are oriented to agency formal and informal policies and procedures.
9. Hold an evaluation conference meeting with the student where the written evaluation may be discussed and signed.
10. Hold weekly conferences with students that are documented.
11. Use the field manual as an instruction experience guide, completing all forms with student interns in a timely manner.
12. 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.

1. The faculty field liaison assesses the students’ progress toward achieving the educational expectations:
2. The faculty field liaison assists with the development of the learning contract/education plan
3. The faculty field liaison accepts and reviews students’ attendance logs
4. The faculty field liaison reviews and critiquing students’ recordings and reports
5. The faculty field liaison Reviews students’ participation in supervisory conferences
6. The faculty field liaison determines students’ integration of values and skills in their learning experiences
7. The faculty field liaison provides clarification of the educational experiences to field instructors and students
8. The faculty field liaison assists in the integration of classroom learning and field experiences
9. The faculty field liaison assists in the ongoing evaluation of the student and monitoring students’ progress throughout the placement.
10. The faculty field liaison assigns students’ grades in collaboration with the field instructor.
11. The faculty field liaison participates in field Instruction orientation and other meetings related to field Instruction.
12. The faculty field liaison participates in meetings of the Field Committee.
13. 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.
14. The faculty field liaison participates in grievance procedures.
15. 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.
16. 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.

1. Visits or telephone contacts to agencies in which students are placed.
2. Provision of general and specific information to agencies regarding the BSW Program.
3. Development and implementation of an orientation program for students, faculty and field instructors.
4. Management and supervision of faculty field liaison activities.
5. Monthly meetings with faculty field liaisons.
6. Identification and assessment of students’ readiness for field Instruction;
7. Coordination of needed action to resolve grievances that are brought to the Coordinator of Field Education.
8. Collaboration with research faculty in ensuring that practice research completed by students meet program agendas and insure guidelines for student’s research.
9. Participates in CSWE activities, particularly as they address field instruction courses.
10. Support the development of continuing education activities for the practice community.

**SECTIONV**

**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 School 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 School 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 School 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 School 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.

1. All field instructors complete a separate Agency Field Instructors’ Form.
2. 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.
3. 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:

* 1. Establishing Contact Requirements
  2. Student: Agency Orientation Suggestions
  3. Teaching and Learning Styles

## Contact Requirements: Field Instructors, Field Liaison's and Students

* + 1. Students, Field Instructors and faculty field liaisons will have contact during the field orientation which is before the first day of the practicum.
       1. Prior to the beginning date of practicum, all students who are in practicum will meet their Field Instructors and liaisons at the BSW field orientation meeting prior to the start of Practicum. During this meeting, the Field instructors and liaisons will give students their contact information and share the general approach to the field liaison and field instructor role. All three parties should share, contact information as well as expectations. Contact information should include: mailing address, phone and e-mail address.
       2. It is expected that Field Liaisons will also 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.
       3. It is expected that Field Instructors will provide a minimum of 1 hour of supervision each week to the student
       4. It is expected that Field Liaisons will make contact via telephone or email within the first two weeks of placement. A meeting at the agency with the student and field instructor is required during the middle of the semester to review the student’s progress and discuss the midterm evaluation. A final visit to discuss the final evaluation is required by the faculty field liaison. Additional telephone conversations and emails may also be beneficial.
       5. It is expected that the Student and Field Instructor will be available for supervision and meetings with the Field Liaison.
       6. 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:
   1. Organizational chart
   2. Agency procedures
   3. Map of the agency
   4. Timesheet procedures
   5. Confidentiality guidelines
   6. Ethics
   7. Community agencies/resources
   8. Agency contact information and staff phone numbers
   9. Sample release of information and confidentiality forms
   10. Sample of other forms
   11. Other helpful resources for working with the agency client population
   12. Ideas for how to engage with students
   13. 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 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:

1. 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 required that 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, social work lecture series, and membership on departmental committees. Prior approval must be obtained from the Field Instructor, the liaison 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 the faculty field liaison 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 and the coordinator of field 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 semester, at a regularly scheduled time with few or no interruptions.
2. The student should prepare an agenda of 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 to the meeting prepared with assignments and questions.
5. 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.
6. 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.
7. 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;
8. 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;
9. 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.
10. 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 opportunity to complete an evaluation of the School of Social Work. 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 and field instructor 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 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 faculty meeting each semester. A plan will be devised to provide consultation and work with agencies and instructors who are having difficulty in meeting requirements.

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, the field instructor and the liaison. The plan must

be approved by the field liaison, and the Coordinator of Field Education. 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 may 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 field manual). 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:

1. The performance areas that need improvement.
2. The responsibilities of the student for demonstrating progress.
3. The responsibilities of the field instructor in supporting the student.
4. The specific means by which progress will be evaluated.
5. 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**

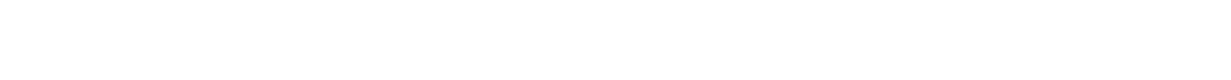
**FIELD EDUCATION POLICIES AND PROCEDURES**

##### 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 team 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.
4. A student who, after the preliminary appointment, wishes reconsideration of their field placement must take the following steps:
   1. A letter must be submitted to the Coordinator of Field Education outlining the student’s rationale for a field placement reassignment.
   2. A meeting will be scheduled through the field office for the student to present to the Field Education faculty. ONLY STUDENTS WHO HAVE SUBMITTED THEIR PRIOR WRITTEN JUSTIFICATION WILL HAVE THEIR REQUEST CONSIDERED BY THE FIELD EDUCATION COMMITTEE.
5. The Field Education team will make a decision and notify the student and agency as soon as possible. The Field Education team may make only one field assignment readjustment. Students may have to drop SWRK 465and 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 maybe affected by not accepting field assignments.
6. Students who refuse placements or who have established a pattern of being refused by agencies will have to meet with the Field Education team. 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.
7. The Field Education team 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 team, the student can pursue the Field Instruction Grievance Procedure beginning at Step 3 below.

EMPLOYMENT BASED FIELD PRACTICUM POLICY

## Employment-Based Field Practicum

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

FIELD AGENCY DISRUPTION POLICY AND PROCEDURE

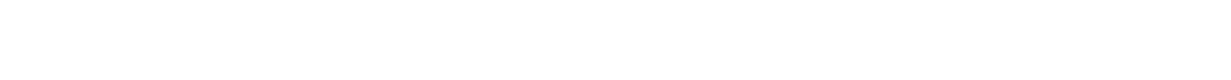
## Practicum Disruptions

**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 next semester while 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. If a disruption occurs, students may lose all hours accrued. 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.

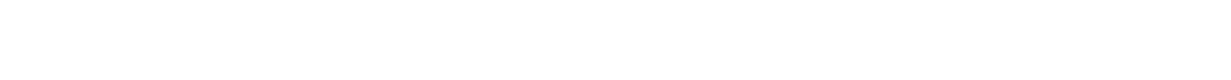
STEP 5.

If the student is dissatisfied with the results of Step Four, then the student may submit the grievance in writing to the Dean of the School of Social Work within seven business days of the informal conference accomplished in Step FOUR. The dean 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 rep ort. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and Dean of the School of Social Work 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 team 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 or agency can request the withdrawal. The field instructor and or agency 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.

1. The faculty liaison can request withdrawal. Sometimes the faculty liaison may observe that the agency, a field instructor, work assignments, etc. are not conductive 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/meeting 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 its responsibilities to terminate a student’s enrollment from the BSW program for either academic or non-academic performance under some circumstances. 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** 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.

##### 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*:

* 1. Failure to maintain minimum required grades.
  2. Failure to maintain minimum required academic progress.
  3. Failure to follow the professional and ethical standards outlined in the NASW Code of Ethics for Social Workers, the FSU Code of Student Conduct, the BSW Student Handbook and/or other laws of the State of North Carolina governing the activities of social work students.

##### The Non-Academic Termination Policy

A Non-academic termination will be accomplished for serious violations including but not limited to one of the following causes:

1. Violations of the FSU Code of Student Conduct and/or of the NASW Code of Ethics.
2. 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.
3. Documented, recent and/or ongoing illegal substance abuse.
4. 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.
5. Other conduct that is unprofessional or improper for professional social workers. This includes, but is not limited to:
   1. Practicing outside the scope of student in social work practice.
   2. Intellectual fraud or plagiarism, in a social work context, outside of class requirements.
   3. 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.
   4. Failure to obtain informed consent or breach of the duty of confidentiality as defined in the NASW code of Ethics 1996, revised 2008
   5. 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.

##### 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:

* 1. 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.
  2. The faculty member or field instructor involved investigates an alleged violation, discusses the situation with the student(s) and determines that:
     1. No violation existed.
     2. A violation existed and verbal warning is sufficient.
     3. 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.
     4. A violation exists and is of sufficient seriousness that the situation is referred to the Coordinator of Field and the BSW Director as well as the field team for consideration and termination or other less stringent disciplinary action.

*OR*

* + 1. A violation exists and is of sufficient seriousness that the situation is formally referred by the Field team/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;
    2. 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.

##### Appeals

* + All appeals beyond the FSU School of Social Work’s field committee and grievance 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

ADDITIONAL 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. 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 field instructor, the Faculty Field Liaison, and the BSW Coordinator of Field Education. It should be handled according to the policies of the field agency and Fayetteville State University.

See policy at www.uncfsu.edu/Documents/Policy/general/SexualHarassment.pdf

## Criminal Background Checks

All students will be required to have a national criminal background check completed during their enrollment in SWRK 435, Senior Seminar. The background check is completed by a third party and submitted directly to the legal department at Fayetteville State University. Each student is required to pay the background check fee of $27.00.

## 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**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES

##### SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PROGRAM FIELD EDUCATION

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

***Checklist:***

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

**Attended pre-field orientation [ ] Date \_\_**

**Section I: Identifying Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | **Banner #:** | **Expected Graduation Date:** |  |
| Street Address: | City | State | Zip Code |
| Home Phone # | Cell Phone # | Email Address: |  |
| **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**

|  |  |  |
| --- | --- | --- |
| **Requested Information** | **Yes** | **No** |
| **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**.  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? |  |  |
| 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). |  |  |
| Briefly describe how you think the field practicum will assist you in achieving your career goals asa 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 thatmay prevent securing a field placement? Yes\_ No | | |

If so explain, you may use an additional sheet if needed.

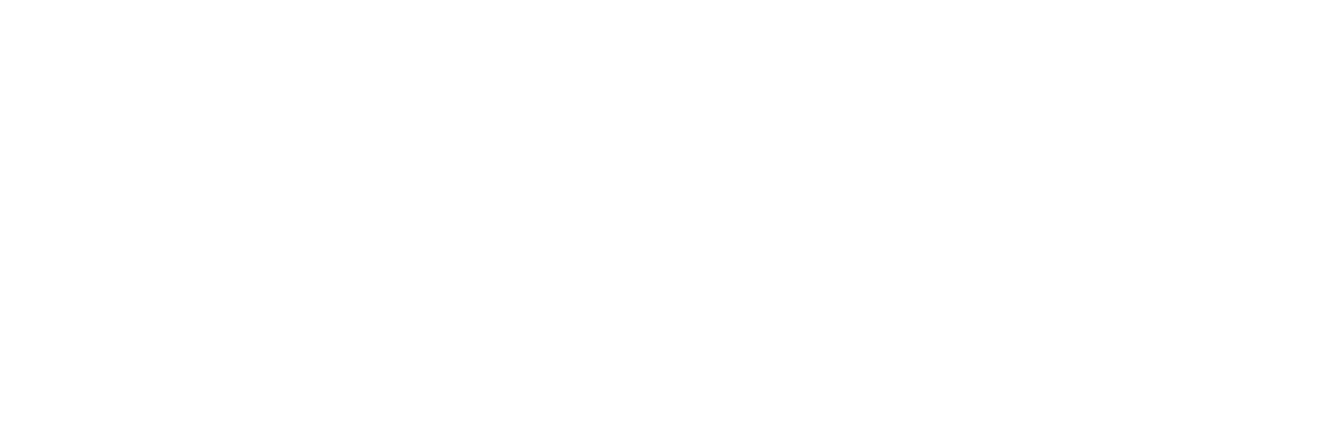
Is there anything else that we need to know about you relative to your anticipated placement experience?

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Writing Skills | Oral Communication Skills | Assertiveness Skills | People Skills/ Friendliness | Professional Dress and Attire | Punctuality & Dependability | Self Awareness | Critical Thinking Skills |
|  |  |  |  |  |  |  |  |

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

Advisor Notes to Field Office



*Field office use only:*

Criminal background check complete: Yes No Approved: Yes No If no please provide explanation:

Student Applicant Signature Date

Academic Advisor Signature Date

BSW Field Coordinator Signature Date

BSW Program Director Date

**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

##### SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PROGRAM FIELD EDUCATION

**BSW STUDENT APPLICATION**

|  |  |  |
| --- | --- | --- |
| **Pre-Field Application** | **[** | **]** |
| **Unofficial Transcript** | **[** | **]** |
| **Plan of Study signed by advisor** | **[** | **]** |
| **Degree Evaluation** | **[** | **]** |
| **Attended new student orientation** | **[** | **] Date** |
|  |  |  |
| **Attended pre-field orientation** | **[** | **] Date \_\_** |

**Section I: Identifying Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | **Banner #:** | **Expected Graduation Date:** |  |
| Street Address: | City | State | Zip Code |
| Home Phone # | Cell Phone # | Email Address: |  |
| **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?

|  |
| --- |
| Briefly describe why you have chosen social work as a career. |

**Section III: Social Work Interest**

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**

|  |  |  |
| --- | --- | --- |
| **Requested Information** | **Yes** | **No** |
| **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**.  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? |  |  |
| 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 32hours per week). |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| 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?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Writing Skills | Oral Communication Skills | Assertiveness Skills | People Skills/ Friendliness | Professional Dress and Attire | Punctuality & Dependability | Self Awareness | Critical Thinking Skills |
|  |  |  |  |  |  |  |  |

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

Advisor Notes to Field Office

*Field office use only:*

Criminal background check complete: Yes No\_\_\_\_\_\_

Approved: Yes\_\_\_ No\_\_\_\_ If no please provide explanation:

Student Applicant Signature Date

Academic Advisor Signature Date

BSW Field Coordinator Signature Date

BSW Program Director Date

**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**

**FAYETTEVILLE STATE UNIVERSITY**

**COLLEGE OF ARTS & SCIENCES**

**SCHOOL OF SOCIAL WORK**

**BACHELOR OF SOCIAL WORK PROGRAM**

**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.

Students Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Field Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month Covered: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date | | Beginning Time | | Lunch Sign Out | Lunch Sign In | Ending Time | Total Daily  Hrs. | Intern’s Initials | Comments, Tasks and Activities | |
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|  | |  | |  |  |  |  |  |  | |
|  |  | | Total Hours for the Period: | | | | | | |  |

I certify that the above information is true and correctly represents an accurate accounting of my field hours.

|  |  |
| --- | --- |
| Student’s Signature: | Date: |
| Field Instructor’s /Task Supervisors Approval and Signature: | Date: |

Revised 7/20/17

**APPENDIX D**

**FIELD EDUCATION WEEKLY JOURNAL**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES

##### SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PROGRAM

**Field Education Weekly Journal for BSW Student**

|  |
| --- |
| Today’s Date: |
| Week of: Journal # |
| Should cover (M-Th.) A copy is due each Monday in the seminar course |

|  |  |
| --- | --- |
| Student: | Field Instructor: |
| Agency: | Field Liaison: |

**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?

Page 2

Field Education Journal

Journal #

Period Covered:



Student’s Name:

|  |
| --- |
| 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.) |
|  |

Page 3

Field Education Journal

Journal #

Period Covered:



Student’s Name:

|  |
| --- |
| What have you learned about yourself? |
|  |
| What additional help and/or experiences do you need? |
|  |

Student’s Signature: Date:

Comments:

**APPENDIX E**

**STUDENT FIELD PRACTICUM MONTHLY REPORT**

FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES

SCHOOL OF SOCIAL WORK

BACHELOR OF SOCIAL WORK PROGRAM

##### Student Field Practicum Monthly Report

Month:

The student field practicum monthly report is due to the Field Seminar Instructor on the 1st Monday

|  |  |
| --- | --- |
| Student: | Field Instructor: |
| Agency: | Field Liaison: |
| 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? | |
|  |  |

Student’s Signature: Date:

Field Instructor’s Signature: Date:

Field Liaison’s Signature: Date:

Comments:

**APPENDIX F**

**CONFIRMATION OF FIELD PLACEMENT**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES

##### SCHOOL 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)**

|  |  |
| --- | --- |
| **Student’s Name:** | **Cell Phone No.** |
| **Email Address:** |  |

**FIELD PLACEMENT INFORMATION**

|  |  |
| --- | --- |
| **Name of Placement:** | **Address of Placement:** |
| **Name of Field Supervisor:** | **Contact Phone No. of Field Supervisor:** |
| **Email Address of Supervisor:** |  |
| What hours are you at your field placement? |  |

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

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

**Signature: Date:**

**APPENDIX G**

**CONFIRMATION OF AGENCY ACCEPTANCE**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES

##### SCHOOL 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**

**Student:**

**Date:**

**Part I: Student’s Acceptance of Placement**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Agency: | | Address | |
| Contact Person’s Name: | Phone # | | Email Address: |

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 [ ] 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.

Signature:

Date:

**APPENDIX H**

**LEARNING CONTRACT**

**FAYETTEVILLE STATE UNIVERSITY**

**COLLEGE OF ARTS & SCIENCES**

**SCHOOL OF SOCIAL WORK**

**BACHELOR OF SOCIAL WORK PROGRAM**

**STUDENT LEARNING CONTRACT IN FIELD EDUCATION**

**FAYETTEVILLE STATE UNIVERSITY**

**BACHELOR OF SOCIAL WORK PROGRAM**

**Student Performance Field Practicum Evaluation**

**Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Agency Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FI Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Liaison:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ L Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**L Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Circle one: **Final or Midterm**

The Learning Contract is a teaching and learning tool that articulates the areas of learning the field experience should provide. It clearly states the 9 competencies and 31 behaviors to be achieved and demonstrated across the semester. Each competency describes the knowledge, values, and skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. Learning activities are developed that reflect the learning expected and desired in the 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 9 competencies and 31 behaviors.

**Learning Contract – EPAS 2015**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior | | |  |  |  |  |  |  |
| **Behaviors** | **Selected**  **Task & Activities** | **Methods of Evaluation** | **4** | **3** | **2** | **1** | **N/A** | **Date Completed/**  **Status** |
| Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-­‐making, ethical conduct of research, and additional codes of ethics as appropriate to context. |  | competencies and 31 behaviors. |  |  |  |  |  |  |
| Use reflection and self-­‐regulation to manage personal values and maintain professionalism in practice situations. |  |  |  |  |  |  |  |  |
| Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |  |  |  |  |  |  |  |  |
| Use technology ethically and appropriately to facilitate practice outcomes. |  |  |  |  |  |  |  |  |
| Use supervision and consultation to guide professional judgment and behavior. |  |  |  |  |  |  |  |  |
| **Competency 2:** Engage Diversity and Difference in Practice | | |  |  |  |  |  |  |
| **Behaviors** | **Selected**  **Task & Activities** | **Methods of Evaluation & Target Date** | **4** | **3** | **2** | **1** | **0** | **Date**  **Completed/**  **Status** |
| Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |  |  |  |  |  |  |  |  |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences. |  |  |  |  |  |  |  |  |
| Apply self-­‐awareness and self-­‐ regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |  |  |  |  |  |  |  |
| **Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice | | |  |  |  |  |  |  |
| **Behaviors** | **Selected**  **Task & Activities** | **Methods of Evaluation & Target Date** | **4** | **3** | **2** | **1** | **0** | **Date**  **Completed/**  **Status** |
| Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  |  |  |  |  |  |  |  |
| Engage in practices that advance social, economic and environmental justice. |  |  |  |  |  |  |  |  |
| **Competency 4:** Engage in Practice informed research and research informed practice. | | |  |  |  |  |  |  |
| **Behaviors** | **Selected**  **Task & Activities** | **Methods of Evaluation & Target Date** | **4** | **3** | **2** | **1** | **0** | **Date**  **Completed/**  **Status** |
| Use practice experience and theory to inform scientific inquiry and research. |  |  |  |  |  |  |  |  |
| Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  |  |  |  |  |  |  |  |
| Use and translate research evidence to inform and improve practice, policy, and service delivery. |  |  |  |  |  |  |  |  |
| **Competency 5:** Engage in policy Practice | | |  |  |  |  |  |  |
| **Behaviors** | **Selected**  **Task & Activities** | **Methods of Evaluation & Target Date** | **4** | **3** | **2** | **1** | **0** | **Date**  **Completed/**  **Status** |
| Identify social policy at the local, state, and federal level that impacts well-­‐being, service delivery, and access to social services. |  |  |  |  |  |  |  |  |
| Assess how social welfare and economic policies impact the delivery of and access to social services. |  |  |  |  |  |  |  |  |
| Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |  |  |  |  |  |  |  |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | | |  |  |  |  |  |  |
| **Behaviors** | **Selected**  **Task & Activities** | **Methods of Evaluation & Target Date** | **4** | **3** | **2** | **1** | **0** | **Date**  **Completed/**  **Status** |
| Apply knowledge of human behavior and the social environment, person-­‐in-­‐ environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |  |  |  |  |  |  |  |  |
| Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |  |  |  |  |  |  |  |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities | | |  |  |  |  |  |  |
| **Behaviors** | **Selected**  **Task & Activities** | **Methods of Evaluation & Target Date** | **4** | **3** | **2** | **1** | **0** | **Date**  **Completed/**  **Status** |
| Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. |  |  |  |  |  |  |  |  |
| Apply knowledge of human behavior and the social environment, person-­‐in-­‐ environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. |  |  |  |  |  |  |  |  |
| Develop mutually agreed-­‐on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |  |  |  |  |  |  |  |  |
| Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  |  |  |  |  |  |  |  |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities | | |  |  |  |  |  |  |
| **Behaviors** | **Selected**  **Task & Activities** | **Methods of Evaluation & Target Date** | **4** | **3** | **2** | **1** | **0** | **Date**  **Completed/**  **Status** |
| Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. |  |  |  |  |  |  |  |  |
| Apply knowledge of human behavior and the social environment, person-­‐in-­‐ environment, and other multi-disciplinary theoretical frameworks in interventions with clients and constituencies. |  |  |  |  |  |  |  |  |
| Use inter-­‐professional collaboration as appropriate to achieve beneficial practice outcomes. |  |  |  |  |  |  |  |  |
| Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. |  |  |  |  |  |  |  |  |
| Facilitate effective transitions and endings that advance mutually agreed-‐on goals. |  |  |  |  |  |  |  |  |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations ad Communities | | |  |  |  |  |  |  |
| **Behaviors** | **Selected**  **Task & Activities** | **Methods of Evaluation & Target Date** | **4** | **3** | **2** | **1** | **0** | **Date**  **Completed/**  **Status** |
| Select and use appropriate methods for evaluation of outcomes. |  |  |  |  |  |  |  |  |
| Apply knowledge of human behavior and the social environment, person-in‐ environment, and outcomes outcomesother multidisciplinary theoretical frameworks in the evaluation of |  |  |  |  |  |  |  |  |
| Critically analyze monitor, and evaluate intervention and program processes and outcomes. |  |  |  |  |  |  |  |  |
| Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |  |  |  |  |  |  |  |

The student and the field instructor will jointly develop the learning contract. The faculty field liaison is available for assistance. After developed with field instructor, the student will submit the learning contract for the field liaison’s signature and review. At mid-semester and the end of the semester, field instructors will evaluate the student’ level of competency demonstrated. This is based on the rating scale below (4-0).

Please use the below 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.

**Overall comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signatures:**

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

Agency Field Instructor Date

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

Student Date

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

Faculty Field Liaison Date

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

Coordinator of Field Education Date

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

Other (Please specify Date

**APPENDIX I**

**MID-SEMESTER AND FINAL FIELD PRACTICUM EVALUATION FORM**

**FAYETTEVILLE STATE UNIVERSITY**

**BACHELOR OF SOCIAL WORK PROGRAM**

**Student Performance Field Practicum Evaluation**

**Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Agency Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Liaison:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Circle one: **Final or Midterm**

**Agency Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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 2015.

Please rate the student according to her/his cumulative performance at mid-semester and at the end of the semester. THE BEHAVIORS ON THIS EVALUATION ARE THE SAME AS THE LEARNING CONTRACT

**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.

**EPAS 2015**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency 1** | **4** | **3** | **2** | **1** | **0** | **N/A** |
| ***Competency 1: Demonstrate Ethical and Professional Behavior*** |  |  |  |  |  |  |
| ***Behaviors*** |  |  |  |  |  |  |
| 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-­‐making, ethical conduct of research, and additional codes of ethics as appropriate to context |  |  |  |  |  |  |
| 1.2 Use reflection and self-­‐regulation to manage personal values and maintain professionalism in practice situations |  |  |  |  |  |  |
| 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication |  |  |  |  |  |  |
| 1.4 Use technology ethically and appropriately to facilitate practice outcomes |  |  |  |  |  |  |
| 1.5 Use supervision and consultation to guide professional judgment and behavior. |  |  |  |  |  |  |
| *Score Competency 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).* |  |  |  |  |  |  |
| **Competency 2** |  |  |  |  |  |  |
| ***Competency 2: Engage Diversity and Difference in Practice*** |  |  |  |  |  |  |
| ***Behavior*** |  |  |  |  |  |  |
| 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels |  |  |  |  |  |  |
| 2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences |  |  |  |  |  |  |
| 2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |  |  |  |  |  |
| *Score Competency 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).* |  |  |  |  |  |  |
| **Competency 3** |  |  |  |  |  |  |
| ***Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*** |  |  |  |  |  |  |
| ***Behaviors*** |  |  |  |  |  |  |
| 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and |  |  |  |  |  |  |
| 3.2 Engage in practices that advance social, economic, and environmental justice |  |  |  |  |  |  |
| *Score Competency* ***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).* |  |  |  |  |  |  |
| **Competency 4** |  |  |  |  |  |  |
| ***Competency 4: Engage In Practice-­‐informed Research and Research-­‐informed Practice*** |  |  |  |  |  |  |
| ***Behaviors*** |  |  |  |  |  |  |
| 4.1 Use practice experience and theory to inform scientific inquiry and research; |  |  |  |  |  |  |
| 4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; |  |  |  |  |  |  |
| 4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery. |  |  |  |  |  |  |
| *Score Competency 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).* |  |  |  |  |  |  |
| **Competency 5** |  |  |  |  |  |  |
| ***Competency 5: Engage in Policy Practice*** |  |  |  |  |  |  |
| ***Behaviors*** |  |  |  |  |  |  |
| 5.1 Identify social policy at the local, state, and federal level that impacts well-­‐being, service delivery, and access to social services. |  |  |  |  |  |  |
| 5.2 Assess how social welfare and economic policies impact the delivery of and access to social services; |  |  |  |  |  |  |
| 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |  |  |  |  |  |  |
| *Competency 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).* |  |  |  |  |  |  |
| **Competency 6** |  |  |  |  |  |  |
| ***Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities*** |  |  |  |  |  |  |
| ***Behaviors*** |  |  |  |  |  |  |
| 6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies |  |  |  |  |  |  |
| 6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |  |  |  |  |  |
| *Score: Competency 6 (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 7** |  |  |  |  |  |  |
| ***Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*** |  |  |  |  |  |  |
| ***Behaviors*** |  |  |  |  |  |  |
| 7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies |  |  |  |  |  |  |
| 7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies |  |  |  |  |  |  |
| 7.3 Develop mutually agreed-­‐on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |  |  |  |  |  |  |
| 7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  |  |  |  |  |  |
| *Score Competency****7*** *(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 8** |  |  |  |  |  |  |
| ***Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities*** |  |  |  |  |  |  |
| ***Behaviors*** |  |  |  |  |  |  |
| 8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies |  |  |  |  |  |  |
| 8.2 Apply knowledge of human behavior and the social environment, person‐in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |  |  |  |  |  |  |
| 8.3 Use inter‐professional collaboration as appropriate to achieve beneficial practice outcomes. |  |  |  |  |  |  |
| 8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. |  |  |  |  |  |  |
| 8.5 Facilitate effective transitions and endings that advance mutually agreed‐on goals. |  |  |  |  |  |  |
| *Score Competency 8 (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 9** |  |  |  |  |  |  |
| ***Competency 9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*** |  |  |  |  |  |  |
| ***Behaviors*** |  |  |  |  |  |  |
| 9.1 Select and use appropriate methods for evaluation of outcomes |  |  |  |  |  |  |
| 9.2 Apply knowledge of human behavior and the social environment, person-­‐in-­‐ environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes |  |  |  |  |  |  |
| 9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes; |  |  |  |  |  |  |
| 9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  |  |  |  |  |  |
| *Score Competency 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).* |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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.

**1.9-1.0 = 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 (N/A) **should not** be used for the final evaluation.

Total score: \_\_\_\_\_\_

Example: 91 (29 behaviors @ 3= 87) (1 behavior @4=4) (4)

(1 BEHAVIOR @ N/A- THE N/A IS NOT CALCULATED INTO THE MIDTERM TOTAL)

TOTAL IS 91 DIVIDED BY 30 BEHAVIORS AS WE ASSESSED 30 PRACTICE BEHAVIORS INSTEAD OF ALL OF THE 31 (29 at a rating of 3 and 1 at a rating of 4)

NOTE: N/A CAN ONLY BE USED AT MIDTERM\*\*\*\*\*\*\*NOT AT FINAL. N/A is to be used a maximum of five times for the mid semester evaluation. ALL 31 PRACTICE BEHAVIORS **MUST** BE ASSESSED BEFORE THE FINAL EVALUATON.

**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**

**FAYETTEVILLE STATE UNIVERSITY**

**BACHELOR OF SOCIAL WORK PROGRAM**

**Student Evaluation of Field Education Experience**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty Liaison:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Please complete the following form. Please rate each of the areas regarding your field education experience in the BSW program using the rating scale below. This form must be submitted to receive a final grade. The form should be submitted to your faculty field liaison with your final field paper work.

**NA = Not addressed/not applicable**

**1 = Poor**

**2 = Fair**

**3 = Average**

**4 = Above Average**

**5 = Outstanding**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation of Agency** | **NA** | **1** | **2** | **3** | **4** | **5** |
| 1. Agency’s written copies of its rules and regulations |  |  |  |  |  |  |
| 1. Agency provides easy access to records for learning experiences |  |  |  |  |  |  |
| 1. Agency staff members were prepared for the arrival of students |  |  |  |  |  |  |
| 1. Opportunities were available for exposure to the total operation and activities of the agency |  |  |  |  |  |  |
| |  | | --- | | 1. Agency support for social work interns | |  |  |  |  |  |  |
| |  | | --- | | 1. Agency’s adherence to social work values and ethics | |  |  |  |  |  |  |
| |  | | --- | | 1. Agency’s sensitivity to cultural diversity | |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation of Field Instructor** | **NA** | **1** | **2** | **3** | **4** | **5** |
| |  | | --- | | 1. Commitment to providing learning opportunities | |  |  |  |  |  |  |
| |  | | --- | | 1. Adherence to supervision schedule | |  |  |  |  |  |  |
| |  | | --- | | 1. Quality of feedback provided during supervision | |  |  |  |  |  |  |
| |  | | --- | | 1. Availability for instruction, outside of supervision | |  |  |  |  |  |  |
| 1. Weekly instructional conferences |  |  |  |  |  |  |
| 1. Field instructor encouraged you to explore both your strengths and weaknesses |  |  |  |  |  |  |
| |  | | --- | | 1. Assistance in designing Learning Contract | |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation of Field Liaison** | **NA** | **1** | **2** | **3** | **4** | **5** |
| |  | | --- | | 1. Liaison’s knowledge of practicum issues | |  |  |  |  |  |  |
| |  | | --- | | 1. Liaison’s communication with the agency | |  |  |  |  |  |  |
| |  | | --- | | 1. Liaison’s availability for advising and consultation | |  |  |  |  |  |  |
| |  | | --- | | 1. Liaison’s participation in developing Learning Contract | |  |  |  |  |  |  |
| |  | | --- | | 1. Liaison’s feedback throughout the practicum | |  |  |  |  |  |  |
| |  | | --- | | 1. Liaison’s ability to handle conflict | |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evaluation of Field Learning Opportunities** | **NA** | **1** | **2** | **3** | **4** | **5** |
| 1. Opportunities to develop generalist practice skills |  |  |  |  |  |  |
| 1. Opportunities for understanding the interrelationships between social work practice, evaluation and social work research |  |  |  |  |  |  |
| |  | | --- | | 1. Opportunities to work with community systems | |  |  |  |  |  |  |
| |  | | --- | | 1. Opportunities to do Advocacy work | |  |  |  |  |  |  |
| |  | | --- | | 1. Opportunities to integrate theory with practice | |  |  |  |  |  |  |
| |  | | --- | | 1. Opportunities to solidify social work values and ethics | |  |  |  |  |  |  |
| |  | | --- | | 1. Opportunities to solidify social work values and ethics | |  |  |  |  |  |  |

**Additional Comments:**

1. Suggestions for improvements of the field experience at this agency.
2. What were the three most important competencies (knowledge, skills, values) you gained from your field experience?

***Thank you for completing this form. Please return form to your faculty field liaison with your final field paper work.***

**APPENDIX K**

**STUDENT FIELD PRACTICUM DISRUPTION FORM**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES

##### SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PROGRAM

**FIELD PRACTICUM DISRUPTION FORM**

**Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Agency Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Liaison:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Circle one: **Final or Midterm**

**Agency Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor:**

Statement by Student:

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

Placement disruption form 2

**APPENDIX L**

**STUDENT EMERGENCY CONTACT FORM**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES

##### SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PROGRAM

**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:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Content/Verbatim Dialogue** | **Emotional response/Gut Reaction** | **Skills Used/Theoretical framework** | **Student analysis:** | **Competency** | **Field Instructor Comments** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Plan for next session:**

**Evaluation**:

**FORMS AND REPORTS: FIELD AGENCIES**

**&**

**FIELD INSTRUCTORS**

**APPENDIX N**

**MEMORANDUM OF AGREEMENT**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS & SCIENCES SCHOOL OF SOCIAL WORK BACHELOR OF SOCIAL WORK PROGRAM

**MEMORANDUM OF AGREEMENT BETWEEN**

**FAYETTEVILLE STATE UNIVERSITY AND**

**Please type the placement agency)**

THIS AGREEMENT, made and entered into this the day of 20 , by and between , (hereinafter referred to as ―Agency), and the Fayetteville State University School 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:

##### 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.

##### 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 regarding matters pertaining to field instruction. The Faculty Liaison will:
    1. Serve as the standard liaison between the University and the Agency, including appropriate interaction with the Coordinator of Field Education;
    2. 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;
    3. Consult with the field instructor upon request; and,
    4. 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.

##### 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 regard 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:
       1. 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;
       2. Meet periodically with the faculty liaison to discuss field learning opportunities and student performance;
       3. Attend appropriate University-sponsored training programs and meetings;
       4. Monitor student performance and complete all reports and evaluations required by the University.
       5. 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:
       1. Adequate space and equipment, to include a desk for a student(s) sufficient for privacy in carrying out his/her field placement duties;
       2. Access and use of a telephone, computer and other appropriate equipment necessary for the completion of duties and responsibilities during field placement;
       3. 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.

##### 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. 59
    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.

* + 1. **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.
    2. **Amendment.** This Agreement may be amended or revised only in writing and signed by all parties.
    3. **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.
    4. **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. Tanisha James

Date

School of Social Work, Dr. Terri Moore Brown,

Date: \_

Dean, College of Arts & Sciences, Dr. Sam Adu-Mireku

Date: \_

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

Date: \_

**APPENDIX O**

**AGENCY PROFILE/APPLICATION**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCES SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PROGRAM

**Field Education – Agency Profile/Application**

|  |  |
| --- | --- |
| **SECTION I: AGENCY INFORMATION** | |
| Name of Agency: | |
| Agency’s Address: | |
| Agency’s Main Phone number: Fax. Number: | |
| Executive Director: | |
| Number of Employees: | Website Address: |

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION II: FIELD INSTRUCTOR(S)** | | | |
| Name of Field Instructor: | | Name of Field Instructor: | |
| Title of Field Instructor: | | Title of Field Instructor: | |
| Credential: | | Credential: | |
| Location (If different from above): | | Location (If different from above): | |
| Phone No. | | Phone No. | |
| Fax No. | | Fax No. | |
| Email Address: | | Email Address: | |
| How many students will you supervise? | | How many students will you supervise? | |
| MSW Students: | BSW Students: | MSW Students: | BSW Students: |

|  |
| --- |
| **SECTION III: AGENCY’S SERVICES** |
| 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 [ ] |

Adults (over 65) [ ] Disabled [ ] Veterans [ ] Homeless [ ] HIV/AIDS Diagnosed [ ] 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**

**SCHOOL 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: BSW MSW PhD Other: |
| Credentials/Licenses: CSW, LCSW, LCSWA. CMSW, and ACSW 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**

**APPENDIX Q**

**AGENCY PROFILE/APPLICATION**

**FAYETTEVILLE STATE UNIVERSITY**

**BACHELOR OF SOCIAL WORK PROGRAM**

**Field Instructor Evaluation of School of Social Work**

Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty Liaison:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please complete the following form. Please rate each of the areas regarding your field education experience in the BSW program using the rating scale below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation of School of SW** | **Yes** | **No** | **Uncertain** |
| 1. Was field orientation provided before the placement began? |  |  |  |
| 1. Did FI have an opportunity to meet with the student before placement began? |  |  |  |
| 1. Did the faculty field liaison make two visits to agency during the semester? |  |  |  |
| 1. Were all telephone calls and emails returned in a timely manner? |  |  |  |
| |  | | --- | | 1. Were all concerns or questions addressed in a timely manner? | |  |  |  |
| |  | | --- | | 1. Would you be willing to take a student in the near future? | |  |  |  |

What improvements should be made for next semester?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FORMS AND REPORTS: FIELD LIAISONS**

**APPENDIX R**

**FIELD LIAISON CHECKLIST**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCES SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PRGORAM

**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 holds regular supervision? Yes No Uncertain

FI provides attentive feedback on process recordings? Yes No Uncertain

|  |  |
| --- | --- |
| **Items Reviewed / Discussed (check all that apply)** | |
| Learning Contract(designed/revising)  Process recording/ practice reflections  Supervision(frequency/content)  Appropriate use of self  Problem resolution /mediation | Learning contract (progress with activities)  Monthly reports  Integration with course work  Evaluation  Termination |

Comments:

**APPENDIX S**

**FACULTY LIAISON MONTHLY REPORTINGFORM**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCES SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PROGRAM

**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.**

|  |  |
| --- | --- |
| Student’s Name: | Student’s Status: BSW |
| Agency’s Phone #: | Date of Phone Contact: |

**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: If yes, or no, 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 T**

**FACULTY LIAISON MONTHLY TRACKING FORM**

**FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCES SCHOOL OF SOCIAL WORK**

**BACHELOR OF SOCIAL WORK PROGRAM**

**Field Education 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 should receive **a minimum of 2** 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student’s Name**  **(List all students who received an agency- based visit/phone contact)** | **√ if Agency-Based Visit completed (specify who was in attendance)** | **Dates** | **√ if Phone or email contact made** | **Dates** |
|  |  |  |  |  |
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Faculty Field Liaison: Date submitted

Note: Return to Dr. Tamara M. Woods [twoods@uncfsu.edu](mailto:twoods@uncfsu.edu) Fayetteville State University BSW Coordinator of Field Education, Lauretta Taylor Room 208 or place in my mailbox.

**APPENDIX U**

**FACULTY LIAISON PRACTICUM CONCERN FORM**

##### FAYETTEVILLE STATE UNIVERSITY COLLEGE OF ARTS AND SCIENCES SCHOOL OF SOCIAL WORK

##### BACHELOR OF SOCIAL WORK PROGRAM

**Field Education Practicum Concern Form**

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

|  |  |
| --- | --- |
| Student’s Name: | Placement: |
| Phone #: | Email: |
| Field Instructor: | Field Instructor’s Phone# Email: |
| Practicum Concern: | |
| Was a plan initiated: Yes No If yes, please attach: | |
| Discussion, result or outcome: | |
| Next scheduled meeting or review of plan | Date: |
| Faculty Liaison’s Signature: | Date: |

**SECTION VIII**

**OTHER USEFUL INFORMATION**

**APPENDIXU**

**FIELD COURSE SYLLABI SWRK 435**

**SWRK 465**

**SWRK 475**

**College of Arts and Sciences**

**School of Social Work**

**SWRK 435 Senior Seminar: Professional Development**

**I. Locator Information:**

Instructor:

Course # and Name: Office Location:

Semester Credit Hours: **3**  Office hours:

Day and Time Class Meets:Office Phone:

Total Contact Hours for Class:

Email address:

**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.

**II. 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.

**Course Rationale 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.

**III. Disabled Student Services**: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) 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.

**IV. Title IX – Sexual Misconduct.** Fayetteville State University is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: <http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf>

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall

Licensed Professional Counselor Building, Room 165 (910) 672-387 psmith@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Patricia Bradley Deputy Title IX Coordinator for Students Spaulding Building, Room 155 (910) 672-2325 [pbradle1@uncfsu.edu](mailto:pbradle1@uncfsu.edu)

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

**V. Required Textbook:**

There is not a designated substantive text for this course as students will gather information from a variety of sources as listed in the bibliography, the field manual and per the instructor.

American Psychological Association. (Latest). *Publication Manual of the American Psychological Association.* (Latest Edition). Washington, DC: American Psychological Association or use their website.

**VI. Student Learning Outcomes**

Upon completion of this course, students will be able to:

1. **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 technology.

3. Recognize the importance of research-informed practice and practice-informed research in working with populations at risk

4. Discuss career goals and future for continuing professional development

1. **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. Demonstrate an understanding and respect for the positive value of diversity

1. Recognize and reconcile the difference between personal and professional values
2. **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.

1. **Cognitive & Affective Objectives**
2. Distinguish clearly their own views and realities from those of others and refrain from judging others based on these differences

**Course Core Competencies and Related Behaviors**

|  |  |
| --- | --- |
| **Competencies** | **Behaviors** |
| **Competency 1: Demonstrate Ethical and Professional Behavior** | 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;  1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;  1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;  1.4 use technology ethically and appropriately to facilitate practice outcomes; and  1.5 use supervision and consultation to guide professional judgment and behavior. |

**VII. Course Requirements and Evaluation Criteria:**

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

|  |  |  |
| --- | --- | --- |
| **ASSIGNMENTS** | **PERCENTAGE** | **DUE DATE** |
| Class attendance | 10 |  |
| Career Plans and Goals | 5 |  |
| Self-Progress Report | 5 |  |
| Smarthinking (Readiness for Generalist Practice) | 3 |  |
| Turnitin (Readiness for Generalist Practice) | 2 |  |
| Readiness for Generalist Practice paper | 20 |  |
| Readiness for Generalist Practice Bibliography | 10 |  |
| Multicultural/Diversity/ Narrative | 10 |  |
| Multicultural Annotated Bibliography | 5 |  |
| Senior Portfolio Peer Review | 5 |  |
| Senior portfolio | 10 |  |
| E-Portfolio | 10 |  |
| Presentation of Senior Portfolio | 5 |  |

**Assignments and Exams:**

**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.

**ATTENDANCE:**

**UNIVERSITY POLICY ON ATTENDANCE**

|  |
| --- |
| Class Attendance Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons - i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments, as well as any penalties for unexcused absences or tardiness.  During the first half of the semester/term, faculty will assign an interim grade of "EA," Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.  **Undergraduate Catalog, 2014-2015.** |

**BSW PROGRAM POLICY ON ATTENDANCE**

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| --- |
| **Attendance: Attendance counts 10% of the overall grade**  Attendance will be taken daily at the beginning of class. It will not be changed for tardiness once taken so **please do not ask.**  For a MWF class a student may have up to 3 unexcused absences without losing attendance points. For a Tuesday/Thursday class a student may have 2 unexcused absences without losing attendance points. For classes meeting one night per week a student may have one unexcused absence without losing attendance points. **Arriving after attendance has been taken is an absence.**  If a student accumulates unexcused absences equal to or greater than 20% of classes, he/she will be asked to withdraw and repeat the course. For Monday/Wednesday/Friday classes this means 8 unexcused absences, for Tuesday/Thursday classes this means 6 unexcused absences, and for classes meeting one night per week this means 3 unexcused absences.  Excused absences will be granted under the following conditions:   1. Absence due to an incident such as death of a relative, illness that required a visit to the doctor, or some other condition not under your control. Under either circumstance you will be required to bring documentation justifying the absence. 2. The documentation must be given to the instructor on the first day you return to class after the absence. For example, if you are absent on Tuesday, you must provide the documentation on Thursday of that week, that is the next class day. 3. Students are expected to remain in class for the entire scheduled period. If you have a legitimate reason for having to leave early, you are expected to notify the instructor before class starts. Otherwise, early departure constitutes an absence. 4. Routinely scheduling doctor’s appointments during class time is unacceptable and will not count as an excused absence.   **It is the discretion of the instructor to determine if a circumstance warrants an excused absence.** |

**POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS:**

|  |
| --- |
| **BSW Program Policy on Papers and Exams**  Late papers will not be accepted unless there is an unusual circumstance such as the death of a relative, illness that requires a visit to the doctor, or some other documented circumstance that is not under your control. It is the discretion of the instructor to determine if a circumstance warrants an excused absence.  The due date noted on the course syllabus for assignments is the last day in which an assignment will be accepted. An assignment may be turned in anytime on or before the due date. What this means is that if you know that you are prone to have emergencies and illnesses that result in frequent absences, etc., it is advised that you turn in assignments before the last due date.  If by chance you have an excused absence on the date of an exam, the exam must be taken on the first day you return to campus per the excuse for the absence. For example, if you have a medical excuse that indicates that you can return to class on Monday, then you will be required to take the exam on Monday. |

**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.**

**FSU Policy on Disruptive Behavior in the Classroom (Optional)**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;

### **Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.**

### **Use of cell phones and other electronic devices**

### **Overt inattentiveness (sleeping, reading newspapers)**

### **Eating in class (except as permitted by the faculty member)**

### **Threats or statements that jeopardize the safety of the student and others**

### **Failure to follow reasonable requests of faculty members**

### **Entering class late or leaving class early on regular basis**

### **Others as specified by the instructor.**

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.

### **Direct student to change seating locations.**

### **Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.**

### **Dismiss class for the remainder of the period. (Must be reported to department chair.)**

### **Lower the student’s final exam by a maximum of one-letter grade.**

### **File a complaint with the Dean of Students for more severe disciplinary action.**

### Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Consultation & Communication  
***Seek consultation*** necessary in successful completion of the course. Keep me informed about any events that may affect your class participation or requirements in advance. Giving the nature of an online course, it is especially important that you ***communicate with me without delay*** if you experience any difficulty in the course so that efforts can be made to resolve the issue(s). If you wish to meet in person in my office please contact me to make an appointment.

Canvas and student emails will be used for class communication as well as any announcements related to the course. It is *your responsibility* to ***check the course Canvas and emails regularly*.**

Email: Students ***MUST use the university email account* (@uncfsu.edu)** for communication for this course. As the university email account will not deliver emails from some commercial email accounts and put them into a quarantine box, you need to use your university email account in communicating with me and check your email regularly for any course-related communication.

Writing Style: All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association*. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident for all written work.

**THE WEB ENHANCED COURSE ON Canvas**

Students enrolled during the semester will have access to this web-enhanced course on Canvas. Students will have access to syllabus, handouts, study guides, related websites, lecture notes, and chat rooms.

**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.

**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.

**Safe Space Disclaimer.** Students will be presented with many challenging and difficult discussions and topics, providing students the chance to self-reflect and critically engage with one another. Therefore, it is vital that the classroom setting becomes a safe space allowing students the confidentiality, comfort, respect and dignity to fully express voice and share individual perspectives and experiences.

**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.

**VIII. 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 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>.

**IX. Course Outline and Schedule:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **ASSIGNMENTS** | **CORE COMPETENCIES** | **PRACTICE BEHAVIOR** | **OUTCOME MEASURES** |
| **Week 1** | Syllabus overview and expectations  ACRL Performance Standards | Review of Syllabus, Overview of course & class expectations | Competency 1: Demonstrate Ethical and Professional Behavior | 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 2** | Critical thinking skills assessment (APA workshop) | APA workshop & Critical thinking skills exercise | Competency 1: Demonstrate Ethical and Professional Behavior | 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 3** | The Career Center  **The Field Interview:** How to have a Successful Interview  &  Review of Portfolio  & e-portfolio | CAREER CENTER  Interviewing Skills and Resume writing | Competency 1: Demonstrate Ethical and Professional Behavior | 1.5 use supervision and consultation to guide professional judgment and behavior. | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 4** | E-portfolios &  Students strengths/expectations in seeking a field experience  Mr. Heard Live binder presentation | **Portfolio in class skills assessment**  **Photos for Field Packets**  ***CAREER PLANS AND GOALS DUE*** | Competency 1: Demonstrate Ethical and Professional Behavior | 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 5** | Conducting research | **Field Visit to the Library** |  |  | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 6** | **Defining Professionalism:** Dress, Attitude, Character and Demeanor | **CRITICAL THNKING IN CLASS SKILLS ASSESSMENT**  **You should be organizing materials and writing portfolio.**  ***SELF PROGRESS REPORT DUE*** | Competency 1: Demonstrate Ethical and Professional Behavior | 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 7** | **Student voices** | Social work Field Terminology  *READINESS FOR GENERALIST PRACTICE*  *ANNOTATED BIBLIOGRAPHY DUE, SMARTHINKING AND TURNIT IN DUE* | Competency 1: Demonstrate Ethical and Professional Behavior | 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 8** | **NASW Code of Ethics**  **MIDTERM EXAM** | **You should be organizing materials and writing portfolio.**  ***READINESS FOR GENERALIST PRACTICE DUE*** | Competency 1: Demonstrate Ethical and Professional Behavior | 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 9** | **MIDTERM BREAK** | **ENJOY YOUR BREAK** |  |  | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 10** | **Ethics Talk**- the difference between ethical problems and ethical dilemmas;  Ethical decision-making models | **You should be organizing materials and writing portfolio.**  **FIELD PACKETS**  **DUE** | Competency 1: Demonstrate Ethical and Professional Behavior | 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 11** | **Know Thy Self**: Self Awareness  **Communication:** Is Grammar up to the Test? | **COMMUNITY PROFESSIONAL Interview with course instructor**  ***MULTICULTURAL DIVERSITY NARRATIVE AND ANNOTATED BIBLIOGRAPHY DUE*** | Competency 1: Demonstrate Ethical and Professional Behavior | 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 12** | Professional Relationships:  Supervisors, colleagues, and clients  Field Assignments & preparation for Interviews | Ethical Dilemma’s in the Field  Placement Confirmation Form | Competency 1: Demonstrate Ethical and Professional Behavior | 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 13** | Field Interviews  Field Placement Confirmation Form | **SUCCESSFUL PLACEMENTS: COMMUNITY PARTNER**  **“FIELD INSTRUCTORS AND FORMER STUDENTS”** | Competency 1: Demonstrate Ethical and Professional Behavior | 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 14** | Field Placement Confirmation Form | ***PEER REVIEWS DUE*** | Competency 1: Demonstrate Ethical and Professional Behavior | 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 15** | Portfolios presented  Field Placement Confirmation Form  Due | ***PORTFOLIOS DUE***  ***& PREPARATION FOR FIELD*** | Competency 1: Demonstrate Ethical and Professional Behavior | 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | *Papers, Presentations, Observation & Senior Portfolio* |
| **Week 16** | Portfolios presented  & E-portfolios due | ***PRESENTATION OF FINAL PORTFOLIOS*** | Competency 1: Demonstrate Ethical and Professional Behavior | 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication | *Papers, Presentations, Observation & Senior Portfolio* |

*\*Course outline is subject to change.*

**X. 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 strategies will be utilized in this course:

1. ***Cognitive Methods.*** This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, and classroom discussions to foster student learning.
2. ***Affective Methods.*** Affective and experiential dimensions will be delivered via in-class exercises, student-to-student interactions, small group interactions, instructor-to-student interactions, and exams.
3. ***Experiential Methods.*** Affective and experiential dimensions will be delivered via in-class exercises, student-to-student interactions, small group interactions, instructor-to-student interactions, and exams.

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Appendix A: Portfolio Assignments

**Guidelines for the Senior Portfolio**

**Fayetteville State University School 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 port- folio will be completed in SWRK 435 Senior Seminar.

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

Appendix A: Portfolio Assignments

**Assignment I: Career Plans and Goals**

Each student must submit a one-page narrative discussing their career plans and goals.

**Assignment II: Resume & Cover Letter**

Each student must submit a resume (1 page) and a cover letter. The cover letter should be addressed to the agency of which you would like to complete your placement.

**Assignment III: Self Reflection/ Self Progress Report**

Each student must submit a 2 to 3-page paper providing an 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. Please address all three areas (growth as a student, researcher and writer). Also discuss both your strengths and areas for improvement. This paper should be in APA format.

**Assignment IV: Multicultural/Diversity Annotated Bibliography**

**The Annotated Bibliography incorporates ACRL Standards: 2, 3, 4 and 5. Each student will utilize the library to research peer reviewed journal articles, books, DVD’s and other sources utilizing the online catalog and database.**

**To complete the annotated bibliography the student is required to** search for, evaluate, summarize, critique relevant literature, and cite information in APA format for the field of social work/human services.

Each student must provide an annotated bibliography with a minimum of 5 references which must be 2 peer reviewed journals, 1 textbook, and two DVDs related to the topic. You may or may not use the references from the reference page.

**Assessment:** See **Annotated Bibliography** Rubric Appendix B:

**Assignment V: Multicultural/Diversity Narrative**

Write and submit 2 to 4-page paper that addresses the following:

Describe how some of the social work and other courses you have taken over the years as well as your back ground and life experiences have contributed to your understanding of diverse groups and cultures (Please address two other cultural groups other than your own. Be sure to discuss race, ethnicity, class, and gender).

**Assignment VI: Readiness for Generalist Practice Annotated bibliography**

**To complete the annotated bibliography the student is required to** search for, evaluate, summarize, critique relevant literature, and cite information in APA format for the field of social work/human services.

Each student must provide an annotated bibliography with a minimum of 8 references which must be 4 peer reviewed journals, two textbooks, 1 website and one DVD or video clip. You may or may not use the references from the reference page.

**Assessment:** See Rubric Appendix B:

**Assignment VII: Readiness for Generalist Practice Narrative**

Each student will write and submit a 4 to 7-page paper in APA format addressing your readiness to enter the profession of social work as a beginning generalist social worker. Use the ten core competencies and related practice behaviors listed below to organize your paper. Although this is a reflection paper, you cannot use first person (I) in your paper. *See examples of avoiding first person on canvas modules section.*

Your paper must be submitted to turnitin. The originality report must be 12% or less. You will also submit your paper to smarthinking/ or go to the writing center. You must copy and paste the smarthinking feedback and submit it to the module section. If you attended the writing lab, you must also provide verification by submitting your documentation from your tutor to the module section.

Each student will submit their paper by the due date no later than 11:59 pm. You will submit your paper on canvas TO THE MODULE SECTION ENTITLED SUBMIT YOUR Generalist practice paper HERE (see instructions for submitting papers to Module section on canvas in course documents.

Each student will address each competency and pay special attention to the information in red. The specific headings are listed below under required headings. Please use the required headings.

Competency 1: Demonstrate Ethical and Professional Behavior

* + Advocate for client access to the services of social work. How have you been an advocate/how can you be an advocate?
  + Practice personal reflection and self-correction to assure continual professional development
  + Attend to professional roles and boundaries What are professional boundaries and how are you going to be sure not to cross them
  + Demonstrate professional demeanor in behavior, appearance, and communication
  + How do you do this/Provide examples.
  + Engage in career-long learning: Discuss the importance of ongoing training
  + Use supervision and consultation Be open for corrective criticism/Are you/ is this something you need to work on

Competency 2: Engage diversity and difference in practice

* + Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power What have you learned from policy or from experience ?
  + Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups How do you gain self-awareness/What have you learned from your coursework?
  + Recognize and communicate their understanding of the importance of difference in shaping life experiences . Why is difference important yet very powerful?
  + View themselves as learners and engage those with whom they work as informants. How do you do this Address how many people have different life experiences and how you learn from them?

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

* + Understand the forms and mechanisms of oppression and discrimination
  + What have you learned or experienced about oppression?
  + Advocate for human rights and social and economic justice How have you advocated for social injustice and human rights?
  + Engage in practices that advance social and economic justice. What organizations school related and professionally related organizations?. If you are involved in organizations why did you select this particular organization to become a member?

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

* + Use practical experience to inform scientific inquiry
  + Use research evidence to inform practice
  + How do we use our research findings to improve practice/how do we use our research findings to improve our work with individuals, communities and organizations and policy?

Competency 5: Engage in policy practice

* + Analyze, formulate, and advocate for policies that advance social well-being
  + Collaborate with colleagues and clients for effective policy action
  + What have you done to do this personally and professionally/in class?

Competency 6: Engage with individuals, Families, Groups, organizations and Communities

* + 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
  + What have you learned in your practice or policy courses? What have you learned about engagement/assessment interventions and evaluation?

Competency 7: Assess individual’s families, groups, organizations and Communities

* + Collect, organize, and interpret client data
  + Assess client strengths and limitations
  + Develop mutually agreed-on intervention goals and objectives
  + Select appropriate intervention strategies
  + What have you learned about conducting an assessment? What are the steps?

Competency 8: Intervene with individual’s families, groups, organizations and Communities

* + 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
  + What have you learned about interventions in your practice classes?
* Competency 9:
  + Evaluation Practice with individuals, families, groups, organizations and communities
  + How do you evaluate your work with the client? What have you learned in your practice courses?

The required specific headings are listed below. There should be a total of 12 headings as well as a reference page.

1. Introduction labeled Name of Paper (explain purpose of paper and what you will be presenting in your paper (must have a thesis statement/ main idea of paper-usually placed in the final sentence of the introductory paragraph)

2. Ethical Behavior

3. Diversity and Difference

4. Advance Human Rights

5. Engage in Practice

6. Engage in Policy Practice

7. Assess

8. Intervene

9. Evaluate

10. Implications for Social Work Practice (This is your Conclusion or Summary- (Summarize your readiness to enter the profession of social work as a beginning generalist social worker)

Reference page (this should be a separate page and lists the references you used for your paper– (**A MINIMUM OF 8 references is required. You may use the information from your annotated bibliography but must be formatted correctly in APA format**).

Assessment: See Appendix B

Assignment VIII. Three Ring Binder portfolio/E-portfolio and peer review

Before graduation, BSW majors must submit a graduating portfolio that includes their written work and learning outcomes. The portfolio will be completed in SWRK 435, Senior Seminar.  
  
It is important that you follow these directions in regard 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, and essays.
* All submitted items must be UNGRADED AND CLEAN;
* Make sure all sections are labeled.

Your three-ring binder portfolio and e-portfolio must be in the following order and must include the following:

Outside Cover page with photo

Table of Contents

Career Plans and Goals with photo

Cover letter

Resume

Core Competencies

NASW Code of Ethics

10 Core Competencies and 41 Practice Behaviors

Best Paper

Self-Reflection Narrative

Multicultural Narrative

Readiness for Generalist Practice Narrative

Certificates

**E-portfolio order and Requirements**

Tabs which include all of the below required headings

Career Plans and Goals (must include photo taken by FSU photographer)

Cover letter

Resume

NASW Code of Ethics

10 Core Competencies and 41 Practice Behaviors

Best Paper

Self-Reflection Narrative

Multicultural Narrative

Readiness for Generalist Practice Narrative

Certificates and Awards

**Portfolio Presentations**

Each student must be prepared to present, be professionally dressed and have their portfolio passed around and graded by the instructor.  Please follow the instructions for completing this assignment.

You will be graded on your presentation, your three-ring binder portfolio, and your e-portfolio.

**Each student will be required to do the following:**

***1.       Have your live binder career plans and goals up on the screen.***

***2.       Introduce yourself***

***3.       Discuss your career plans and goals***

***4.      Multicultural Diversity Narrative (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).***

***5.       Best paper and Why***

***6.       Three of the 10 core competencies that you can identify and why***

***7.       Discuss Readiness for Generalist Practice (Discuss what you have learned about yourself and your readiness to enter the profession of social work as a beginning generalist social worker).***

**Fayetteville State University**

**College of Arts and Sciences**

**School of Social Work**

**SWRK 465 Block Field Practicum**

**I. Locator Information:**

Instructor:

Course # and Name: Office Location:

Semester Credit Hours: **3**  Office hours:

Day and Time Class Meets:Office Phone:

Total Contact Hours for Class:

Email address:

**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.

**II. 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 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.

**Course Rationale 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.

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.

**III. Disabled Student Services**: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) 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.

**IV. Title IX – Sexual Misconduct.** Fayetteville State University is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: <http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf>

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall

Licensed Professional Counselor Building, Room 165 (910) 672-387 psmith@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Patricia Bradley Deputy Title IX Coordinator for Students Spaulding Building, Room 155 (910) 672-2325) [pbradle1@uncfsu.edu](mailto:pbradle1@uncfsu.edu)

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

**V. Required Textbook:**

Woods, T. (2012). *Fayetteville State University Bachelor of Social Work Field Practicum*

*Handbook.* Fayetteville, NC: Fayetteville State University.

BSW Field Manual and In-Class Handouts

American Psychological Association. (Latest). *Publication Manual of the American Psychological Association.* (Latest Edition). Washington, DC: American Psychological Association or use their website.

**VI. Student Learning Outcomes**

Upon completion of this course, students will be able to:

1. **Knowledge Objectives**
2. Integrate the generalist social work practice content acquired in the classroom and roll play practice situations
3. Identify the fields of practice and appropriate use of various agency-based technology.
4. Recognize the importance of research-informed practice and practice-informed research in working with populations at risk
5. Discuss career goals and future for continuing professional development
6. **Values Objectives**
7. Recognize the salient legal and ethical dilemmas confronting social workers in practice with different client systems
8. Recognition of the values and ethics of the social work profession as set forth in the NASW Code of Ethics
9. Distinguish clearly their own views and realities from those of others and refrain from judging others based on these differences
10. **Skills Objectives**
11. Ability to employ interventions based upon a strengths perspective and apply in classroom role play
12. Ability to identify community resources and discuss appropriate utilization of these resources
13. Development of resume and establishment of relationship with the Career Planning and Placement Center
14. Meet the guidelines of an agency for record keeping and reporting in accordance with agency policy and principles of sound social work practice
15. Demonstrate generalist practice through skills displayed in the development and implementation of service learning as a valuable tool of the profession.
16. **Cognitive & Affective Objectives**
17. Demonstrate an understanding and respect for the positive value of diversity
18. Recognize and reconcile the difference between personal and professional values

**Course Core Competencies and Related Behaviors**

The field practicum measures all 9core competencies and31 behaviors selected by the BSW program utilizing the learning contract and the field evaluation form.

|  |  |
| --- | --- |
| **Competencies** | **Behaviors** |
| **Competency 1: Demonstrate Ethical and Professional Behavior** | 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;  1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;  1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;  1.4 use technology ethically and appropriately to facilitate practice outcomes; and  1.5 use supervision and consultation to guide professional judgment and behavior. |
| **Competency 2: Engage Diversity and Difference in Practice** | 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;  2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences  2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and  3.2 engage in practices that advance social, economic, and environmental justice. |
| **Competency 4: Engage in Practice-informed Research and Research-informed Practice** | 4.1 use practice experience and theory to inform scientific inquiry and research;  4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and  4.3 use and translate research evidence to inform and improve practice, policy, and service delivery. |
| **Competency 5: Engage in Policy Practice** | 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;  5.2 assess how social welfare and economic policies impact the delivery of and access to social services  5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and  6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;  7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;  7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies  7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;  8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;  8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;  8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and    8.5 facilitate effective transitions and endings that advance mutually agreed-on goals. |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | 9.1 select and use appropriate methods for evaluation of outcomes;  9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;  9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and  9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |

**VII. 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.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

|  |  |  |
| --- | --- | --- |
| **ASSIGNMENTS** | **POINTS** | **DUE DATE** |
| Documentation and Completion of Minimally 480  Clock Hours (Bi-Weekly Time Logs) | 50% |  |
| The Learning Contract | 20% |  |
| Client Assessment and Intervention Paper | 10% |  |
| Mid-Term Evaluation | 10% |  |
| Final Evaluation | 10% |  |
| **Total** | 100% |  |
| **Total** |  |  |

**Assignments and Exams:**

**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.

**ATTENDANCE:**

**UNIVERSITY POLICY ON ATTENDANCE**

|  |
| --- |
| Class Attendance Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons - i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments, as well as any penalties for unexcused absences or tardiness.  During the first half of the semester/term, faculty will assign an interim grade of "EA," Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.  **Undergraduate Catalog, 2014-2015.** |

**BSW PROGRAM POLICY ON ATTENDANCE**

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| **Attendance: Attendance counts 10% of the overall grade**  Attendance will be taken daily at the beginning of class. It will not be changed for tardiness once taken so **please do not ask.**  For a MWF class a student may have up to 3 unexcused absences without losing attendance points. For a Tuesday/Thursday class a student may have 2 unexcused absences without losing attendance points. For classes meeting one night per week a student may have one unexcused absence without losing attendance points. **Arriving after attendance has been taken is an absence.**  If a student accumulates unexcused absences equal to or greater than 20% of classes, he/she will be asked to withdraw and repeat the course. For Monday/Wednesday/Friday classes this means 8 unexcused absences, for Tuesday/Thursday classes this means 6 unexcused absences, and for classes meeting one night per week this means 3 unexcused absences.  Excused absences will be granted under the following conditions:   1. Absence due to an incident such as death of a relative, illness that required a visit to the doctor, or some other condition not under your control. Under either circumstance you will be required to bring documentation justifying the absence. 2. The documentation must be given to the instructor on the first day you return to class after the absence. For example, if you are absent on Tuesday, you must provide the documentation on Thursday of that week, that is the next class day. 3. Students are expected to remain in class for the entire scheduled period. If you have a legitimate reason for having to leave early, you are expected to notify the instructor before class starts. Otherwise, early departure constitutes an absence. 4. Routinely scheduling doctor’s appointments during class time is unacceptable and will not count as an excused absence.   **It is the discretion of the instructor to determine if a circumstance warrants an excused absence.** |

**POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS:**

|  |
| --- |
| **BSW Program Policy on Papers and Exams**  Late papers will not be accepted unless there is an unusual circumstance such as the death of a relative, illness that requires a visit to the doctor, or some other documented circumstance that is not under your control. It is the discretion of the instructor to determine if a circumstance warrants an excused absence.  The due date noted on the course syllabus for assignments is the last day in which an assignment will be accepted. An assignment may be turned in anytime on or before the due date. What this means is that if you know that you are prone to have emergencies and illnesses that result in frequent absences, etc., it is advised that you turn in assignments before the last due date.  If by chance you have an excused absence on the date of an exam, the exam must be taken on the first day you return to campus per the excuse for the absence. For example, if you have a medical excuse that indicates that you can return to class on Monday, then you will be required to take the exam on Monday. |

**Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.**

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The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

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1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;

### Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

### Use of cell phones and other electronic devices

### Overt inattentiveness (sleeping, reading newspapers)

### Eating in class (except as permitted by the faculty member)

### Threats or statements that jeopardize the safety of the student and others

### Failure to follow reasonable requests of faculty members

### Entering class late or leaving class early on regular basis

### Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.

### Direct student to change seating locations.

### Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.

### Dismiss class for the remainder of the period. (Must be reported to department chair.)

### Lower the student’s final exam by a maximum of one-letter grade.

### File a complaint with the Dean of Students for more severe disciplinary action.

### Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Consultation & Communication  
***Seek consultation*** necessary in successful completion of the course. Keep me informed about any events that may affect your class participation or requirements in advance. Giving the nature of an online course, it is especially important that you ***communicate with me without delay*** if you experience any difficulty in the course so that efforts can be made to resolve the issue(s). If you wish to meet in person in my office please contact me to make an appointment.

Canvas and student emails will be used for class communication as well as any announcements related to the course. It is *your responsibility* to ***check the course Canvas and emails regularly*.**

Email: Students ***MUST use the university email account* (@uncfsu.edu)** for communication for this course. As the university email account will not deliver emails from some commercial email accounts and put them into a quarantine box, you need to use your university email account in communicating with me and check your email regularly for any course-related communication.

Writing Style: All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association*. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident for all written work.

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Students enrolled during the semester will have access to this web-enhanced course on Canvas. Students will have access to syllabus, handouts, study guides, related websites, lecture notes, and chat rooms.

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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.

**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.

**Safe Space Disclaimer.** Students will be presented with many challenging and difficult discussions and topics, providing students the chance to self-reflect and critically engage with one another. Therefore, it is vital that the classroom setting becomes a safe space allowing students the confidentiality, comfort, respect and dignity to fully express voice and share individual perspectives and experiences.

**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.

**VIII. 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 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>.

**IX. 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 behaviors are measured via the field contract and field evaluation.**

**X. 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 strategies will be utilized in this course:

1. ***Cognitive Methods.*** This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, and classroom discussions to foster student learning.
2. ***Affective Methods.*** Affective and experiential dimensions will be delivered via in-class exercises, student-to-student interactions, small group interactions, instructor-to-student interactions, and exams.
3. ***Experiential Methods.*** Affective and experiential dimensions will be delivered via in-class exercises, student-to-student interactions, small group interactions, instructor-to-student interactions, and exams.

**XI. Bibliography:**

Harrison, G., & Ip, R. (2013). Extending the Terrain of Inclusive Education in the Classroom to the Field: International Students on Placement. Social Work Education, 32(2), 230-243. doi:10.1080/02615479.2012.734804.

Levy, D., Shlomo, S. B., & Itzhaky, H. (2014). The ‘Building Blocks’ of Professional Identity among Social Work Graduates. Social Work Education, 33(6), 744-759. doi:10.1080/02615479.2014.883600.

Mingun, L., & Fortune, A. E. (2013). Do We Need More "Doing" Activities or "Thinking" Activities in the Field Practicum? Journal of Social Work Education, 49(4), 646-660. doi:10.1080/10437797.2013.812851.

Mishra, P. J. (2014). Social Work Field Practicum: Opportunities with Challenges. International Journal of Multidisciplinary Approach & Studies, 1(5), 288-295.

Moylan, C. A., & Wood, L. (2016). Sexual Harassment in Social Work Field Placements. Affilia: Journal of Women & Social Work, 31(4), 405. doi:10.1177/0886109916644643

Rock, L., & Ring, K. (2010). Evaluating the One-Year Block Placement in Field Instruction. Social Work Review / Revista De Asistenta Sociala, 9(4), 175-184.

Theriot, M. T., Johnson, T. K., Mulvaney, M., & Kretzschmar, J. A. (2006). Does Slow and Steady Win the Race? The Impact of Block versus Concurrent Field on BSW Students' Professional Development and Emotional Well-Being. Journal of Baccalaureate Social Work, 12(1), 203-217.

Walker Buck, P., & Sowbel, L. (2016). The Logistics of Practicum: Implications for Field Education. Field Educator, 6(1), 1.

**Fayetteville State University**

**College of Arts and Sciences**

**School of Social Work**

**475 Integrative Field Seminar**

**I. Locator Information:**

Instructor:

Course # and Name: Office Location:

Semester Credit Hours: **2**  Office hours:

Day and Time Class Meets:Office Phone:

Total Contact Hours for Class:

Email address:

**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.

**II. Course Description:**

The purpose of the integrative field seminar is to provide the student a forum for the integration of theory and practice from the classroom to the field practicum, and to integrate 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.

**Course Rationale Relative 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.

**III. Disabled Student Services**: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) 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.

**IV. Title IX – Sexual Misconduct.** Fayetteville State University is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: <http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf>

**Consulting with a Health Care Professional** - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall

Licensed Professional Counselor Building, Room 165 (910) 672-387 psmith@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Patricia Bradley Deputy Title IX Coordinator for Students Spaulding Building, Room 155 (910) 672-2325) [pbradle1@uncfsu.edu](mailto:pbradle1@uncfsu.edu)

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

**V. Required Textbook:**

American Psychological Association. (Latest). *Publication Manual of the American Psychological Association.* (Latest Edition). Washington, DC: American Psychological Association or use their website.

**VI. Student Learning Outcomes**

Upon completion of this course, students will be able to:

1. **Knowledge Objectives**

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

2. Students will understand 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.

1. **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 based on age, gender, race, socioeconomic class, or sexual preference.

1. **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.

1. **Cognitive & Affective Objectives**
2. Students will be able to identify and resolved value dilemmas and participate in sound ethical decision-making processes.

**Course Core Competencies and Related Behaviors**

The field practicum measures all 9core competencies and31 behaviors selected by the BSW program utilizing the learning contract and the field evaluation form.

|  |  |
| --- | --- |
| **Competencies** | **Behaviors** |
| **Competency 1: Demonstrate Ethical and Professional Behavior** | 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;  1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;  1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;  1.4 use technology ethically and appropriately to facilitate practice outcomes; and  1.5 use supervision and consultation to guide professional judgment and behavior. |
| **Competency 2: Engage Diversity and Difference in Practice** | 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;  2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences  2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** | 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and  3.2 engage in practices that advance social, economic, and environmental justice. |
| **Competency 4: Engage in Practice-informed Research and Research-informed Practice** | 4.1 use practice experience and theory to inform scientific inquiry and research;  4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and  4.3 use and translate research evidence to inform and improve practice, policy, and service delivery. |
| **Competency 5: Engage in Policy Practice** | 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;  5.2 assess how social welfare and economic policies impact the delivery of and access to social services  5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities** | 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and  6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;  7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;  7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies  7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** | 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;  8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;  8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;  8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and    8.5 facilitate effective transitions and endings that advance mutually agreed-on goals. |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | 9.1 select and use appropriate methods for evaluation of outcomes;  9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;  9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and  9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |

**VII. Course Requirements and Evaluation Criteria:**

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

|  |  |  |
| --- | --- | --- |
| **ASSIGNMENTS** | **PERCENTAGE** | **DUE DATE** |
| Process Recording/Presentation | 10% |  |
| Monthly Reports | 10% |  |
| Weekly Journals | 10% |  |
| Timesheets | 10% |  |
| Learning Contract | 10% |  |
| Intervention Plan | 10% |  |
| Bio-Psycho-Socio-Cultural Assessment | 20% |  |
| Agency Assessment Paper/Presentation | 30% |  |
| Comprehensive Exam |  |  |
| Attendance, Participation and Professional  Conduct | 10% |  |
| Total | 100% |  |

• Students must complete a minimum of 32hours 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:**

|  |  |  |
| --- | --- | --- |
| 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.

**ATTENDANCE:**

**UNIVERSITY POLICY ON ATTENDANCE**

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| --- |
| Class Attendance Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons - i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments, as well as any penalties for unexcused absences or tardiness.  During the first half of the semester/term, faculty will assign an interim grade of "EA," Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.  **Undergraduate Catalog, 2014-2015.** |

**BSW PROGRAM POLICY ON ATTENDANCE**

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| --- |
| **Attendance: Attendance counts 10% of the overall grade**  Attendance will be taken daily at the beginning of class. It will not be changed for tardiness once taken so **please do not ask.**  For a MWF class a student may have up to 3 unexcused absences without losing attendance points. For a Tuesday/Thursday class a student may have 2 unexcused absences without losing attendance points. For classes meeting one night per week a student may have one unexcused absence without losing attendance points. **Arriving after attendance has been taken is an absence.**  If a student accumulates unexcused absences equal to or greater than 20% of classes, he/she will be asked to withdraw and repeat the course. For Monday/Wednesday/Friday classes this means 8 unexcused absences, for Tuesday/Thursday classes this means 6 unexcused absences, and for classes meeting one night per week this means 3 unexcused absences.  Excused absences will be granted under the following conditions:   1. Absence due to an incident such as death of a relative, illness that required a visit to the doctor, or some other condition not under your control. Under either circumstance you will be required to bring documentation justifying the absence. 2. The documentation must be given to the instructor on the first day you return to class after the absence. For example, if you are absent on Tuesday, you must provide the documentation on Thursday of that week, that is the next class day. 3. Students are expected to remain in class for the entire scheduled period. If you have a legitimate reason for having to leave early, you are expected to notify the instructor before class starts. Otherwise, early departure constitutes an absence. 4. Routinely scheduling doctor’s appointments during class time is unacceptable and will not count as an excused absence.   **It is the discretion of the instructor to determine if a circumstance warrants an excused absence.** |

**POLICY ON LATE ASSIGNMENTS AND MISSED EXAMS:**

|  |
| --- |
| **BSW Program Policy on Papers and Exams**  Late papers will not be accepted unless there is an unusual circumstance such as the death of a relative, illness that requires a visit to the doctor, or some other documented circumstance that is not under your control. It is the discretion of the instructor to determine if a circumstance warrants an excused absence.  The due date noted on the course syllabus for assignments is the last day in which an assignment will be accepted. An assignment may be turned in anytime on or before the due date. What this means is that if you know that you are prone to have emergencies and illnesses that result in frequent absences, etc., it is advised that you turn in assignments before the last due date.  If by chance you have an excused absence on the date of an exam, the exam must be taken on the first day you return to campus per the excuse for the absence. For example, if you have a medical excuse that indicates that you can return to class on Monday, then you will be required to take the exam on Monday. |

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1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;

### Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.

### Use of cell phones and other electronic devices

### Overt inattentiveness (sleeping, reading newspapers)

### Eating in class (except as permitted by the faculty member)

### Threats or statements that jeopardize the safety of the student and others

### Failure to follow reasonable requests of faculty members

### Entering class late or leaving class early on regular basis

### Others as specified by the instructor.

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1. Direct student to cease disruptive behavior.

### Direct student to change seating locations.

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### Dismiss class for the remainder of the period. (Must be reported to department chair.)

### Lower the student’s final exam by a maximum of one-letter grade.

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(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.

**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.

**Safe Space Disclaimer.** Students will be presented with many challenging and difficult discussions and topics, providing students the chance to self-reflect and critically engage with one another. Therefore, it is vital that the classroom setting becomes a safe space allowing students the confidentiality, comfort, respect and dignity to fully express voice and share individual perspectives and experiences.

**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.

**VIII. 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 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>.

**IX. Course Outline and Schedule:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **ASSIGNMENTS** | **CORE COMPETENCIES** | **PRACTICE BEHAVIOR** | **OUTCOME MEASURES** |
| **Week 1** | Orientation to  Field Education  Field Seminar  Syllabus | Filed Manual  NASW Code of Ethics  FIELD MANUAL &  LEARNING CONTRACTS | ALL | **ALL** | *-Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 2** | Introduction and  Preparation for Field Education Field Education Requirements, Responsibilities and Roles  Safety and Security  Issues [video: Universal Precautions] | Berg-Weger, Chapters 1-  4  **Weekly journal due** | ALL | **ALL** | *Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 3** | Self-awareness;  Self-assessment; Self-care Communication/ Interviewing Skills Interpersonal Skills | **Review of Field Manual**  **Weekly journal due** | ALL | **ALL** | *-Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 4** | Learning and  Supervisory Styles | **Due: Process**  **Recording Due**  **Weekly journal due**  **Monthly Reports and Timesheets due** | ALL | **ALL** | *Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 5** |  | **Weekly journal due**  **Learning Contract Due** | ALL | **ALL** | *-Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 6** | Students’ initial  observations; organizational context of practice | **REVIEW OF FIELD EVALUATIONS**  **& DISCUSS**  **PROCESS RECORDING**  **Weekly journal due** | ALL | **ALL** | *Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 7** | Cultural  Competence | Weekly journal due  **Midterm evaluations Due** | ALL | **ALL** | *-Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 8** | MIDTERM BREAK | **ENJOY YOUR BREAK** |  |  | *Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 9** | Critical thinking  Evidence-based practice | Weekly Journal Due  **PROCESS RECORDING DUE/ PRESENTATION** | ALL | **ALL** | *-Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 10** | Confidentiality/ Ethical behavior Handout: Confidentiality | Reading: Berg Weger,  chapter 9  **Due: Case Intervention**  **Plan**  Weekly Journal Due | ALL | **ALL** | *Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 11** | Personal and  Professional Boundaries Supervision Issues | Reading: Kagle &  Giebelhausen, “Dual Relationships and Professional Boundaries”  Weekly Journal Due  **Case Bio-Psycho-Socio- Cultural Assessment Due** | ALL | **ALL** | *-Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 12** | Personal and Professional Boundaries Supervision Issues | **Weekly journal due** | ALL | **ALL** | *Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 13** | Assignments on Theory Due | Termination Chapter 10  **Weekly Journal Due**  **Monthly Reports Time Sheets Due** | ALL | **ALL** | *-Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 14** | Assessments Paper Due/ Presentations | Assessments / Presentations  **Weekly journal due** | ALL | **ALL** | *Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 15** | Continue Presentations  Last Day of Class | **Presentations**  **Weekly Journals**  **Final Evaluations Due** | ALL | **ALL** | *-Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |
| **Week 16** | Online Test. | COMPREHENSIVE EXAM  Final evaluation of field instructor due | ALL | **ALL** | *Learning*  *Contract*  *-Field*  *Evaluation*  *-Logs*  *-Papers* |

*\*Course outline is subject to change.*

**X. 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 strategies will be utilized in this course:

1. ***Cognitive Methods.*** This course may utilize such methods as assigned readings, classroom handouts, lecture materials, videos, and classroom discussions to foster student learning.
2. ***Affective Methods.*** Affective and experiential dimensions will be delivered via in-class exercises, student-to-student interactions, small group interactions, instructor-to-student interactions, and exams.
3. ***Experiential Methods.*** Affective and experiential dimensions will be delivered via in-class exercises, student-to-student interactions, small group interactions, instructor-to-student interactions, and exams.

**XI. Bibliography:**

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**APPENDIX V**

**NASW CODE OF ETHICS**

## National Association of Social Workers Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008NASW 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 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 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 consider 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 each 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 deciding.

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.

##### Social Workers' Ethical Responsibilities to Clients

* 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. 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. Informed Consent
     1. 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.

* + 1. 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.
    2. 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.
    3. 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.
    4. 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.
    5. 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. Competence
     1. 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.
     2. 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.
     3. 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. Cultural Competence and Social Diversity
     1. Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
     2. 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.
     3. 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.
  2. Conflicts of Interest
     1. 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.
     2. Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
     3. 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.)

* + 1. 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 party’s 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. Privacy and Confidentiality
     1. 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.
     2. 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.
     3. Social workers should protect the confidentiality of all information obtained during 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.
     4. 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 based on a legal requirement or client consent.
     5. 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.
     6. When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning everyone’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.
     7. 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.
     8. Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
     9. 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.
     10. 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.
     11. Social workers should protect the confidentiality of clients when responding to requests from members of the media.
     12. 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.

* + 1. Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties using 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.
    2. 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.
    3. Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
    4. 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.
    5. 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.
    6. Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1 .08 Access to Records

1. 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 the record should be documented in clients' files.
2. 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. Sexual Relationships
      1. Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
      2. 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.
      3. 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.
      4. 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.
   2. Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client because 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. 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. 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. Payment for Services
     1. 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.
     2. 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 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.
     3. 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.
  2. 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. Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services if services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

* 1. Termination of Services
     1. 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.

* + 1. 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, considering 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.
    2. 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.
    3. Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
    4. 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.
    5. 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.

##### Social Workers' Ethical Responsibilities to Colleagues

* 1. Respect
     1. Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
     2. 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.
     3. Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well- being of clients.
  2. Confidentiality

Social workers should respect confidential information shared by colleagues during 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.

* 1. Interdisciplinary Collaboration
     1. 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 and of its individual members should be clearly established.
     2. 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. Disputes Involving Colleagues
     1. 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.
     2. 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.
  3. Consultation
     1. Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
     2. 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.
     3. When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.
  4. Referral for Services
     1. 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.
     2. 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.
     3. Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.
  5. Sexual Relationships
     1. 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.
     2. 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.
  6. 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.

* 1. Impairment of Colleagues
     1. 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.
     2. 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 act through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

* 1. Incompetence of Colleagues
     1. 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.
     2. Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should act through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
  2. Unethical Conduct of Colleagues
     1. Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
     2. 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.
     3. 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.
     4. When necessary, social workers that believe that a colleague has acted unethically should act through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
     5. Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

##### Social Workers' Ethical Responsibilities in Practice Settings

* 1. Supervision and Consultation
     1. 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.
     2. Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
     3. 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.
     4. Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.
  2. Education and Training
     1. 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.
     2. Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
     3. 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.
     4. 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. Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and based on clearly stated criteria.

* 1. Client Records
     1. Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
     2. 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.
     3. 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.
     4. 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.
  2. 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.

* 1. Client Transfer
     1. 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 a relationship with a new service provider.
     2. 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.
  2. Administration
     1. Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
     2. 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.

* + 1. Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
    2. 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.
  1. 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.

* 1. Commitments to Employers
     1. Social workers generally should adhere to commitments made to employers and employing organizations.
     2. Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
     3. 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.
     4. 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.
     5. Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
     6. Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
     7. 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.
  2. Labor-Management Disputes
     1. Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
     2. 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.

##### Social Workers' Ethical Responsibilities as Professionals

* 1. Competence
     1. Social workers should accept responsibility or employment only based on existing competence or the intention to acquire the necessary competence.
     2. 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.
     3. Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.
  2. Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination based on race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

* 1. Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

* 1. Dishonesty I Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

* 1. Impairment
     1. 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.
     2. 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, adjusting in workload, terminating practice, or taking any other steps necessary to protect clients and others.
  2. Misrepresentation
     1. 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.
     2. Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
     3. 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 possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
  3. Solicitations
     1. Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
     2. 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 circumstances, are vulnerable to undue influence.
  4. Acknowledging Credit
     1. Social workers should take responsibility and credit, including authorship credit, only for work they have performed and to which they have contributed.
     2. Social workers should honestly acknowledge the work of and the contributions made by others.

##### Social Workers' Ethical Responsibilities to the Social Work Profession

* 1. Integrity of the Profession
     1. Social workers should work toward the maintenance and promotion of high standards of practice.
     2. Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. 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.
     3. Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
     4. Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
     5. 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.

1. Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants 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.
2. Social workers should educate themselves, their students, and their colleagues about responsible research practices.

##### Social Workers' Ethical Responsibilities to the Broader Society

* 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.

* 1. Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

* 1. Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

* 1. Social and Political Action
     1. 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 to meet basic human needs and promote social justice.
     2. Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
     3. 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.
     4. Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class based on race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

**APPENDIX W**

**CULTURAL COMPETENCE**

## 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.

Prepared by the

NASW National Committee on Racial and Ethnic Diversity

Adopted by the NASW Board of Directors

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