SOUTHERN UNIVERSITY
AND A&M COLLEGE
BATON ROUGE, LA

The Department of Social Work

Field Education
The Signature Pedagogy

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Field education is the signature pedagogy in social work. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

CSWE Educational Policy 2.3

Manual

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The Mission of Social Work Education at Southern University

"The mission of the Southern University Social Work Program is to prepare competent, ethical, baccalaureate, generalist social workers to provide services that enhance the well-being of all client groups, with a focus on serving the poor, other at-risk populations, and African Americans."

Baccalaureate Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies listed at the beginning of the manual. CSWE **Educational Policy B2.2**

BSW Professional Social Work Competencies

The Department of Social Work adopted the Council on Social Work Education's (CSWE) competency-based approach to social work education. Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors and are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The chart below contains: #1 Ten core competencies; #2 A description of characteristics knowledge, values, skills; and #3 Practice behaviors used to operationalize the curriculum and assessment methods (CSWE, EP 2.1). The student in the internship engages in the practice behaviors, integrate and apply the knowledge and skills and demonstrate and achieve the competencies.

#1 Competency	#2 Knowledge and Skills	#3 Practice Behaviors
I. Identify as a professional social worker and conduct oneself accordingly. EP2.1.1	Social workers (student/intern) serve as representatives of the profession, its mission, and its core values. They know the professions history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.	Social workers (student/intern): ▪advocate for client access to the services of social work; ▪practice personal reflection and self-correction to assure continual professional development; ▪attend to professional roles and boundaries; ▪demonstrate professional demeanor in behavior, appearance, and communication;

		•engage in career-long learning; and, use supervision and consultation
II. Apply social work ethical principles to guide professional practice. EP2.1.2	Social workers (student/intern) have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	Social workers (student/intern): •recognize and manage personal values in a way that allows professional values to guide practice; •make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics •tolerate ambiguity in resolving ethical conflicts; and, •apply strategies of ethical reasoning to arrive at principled decisions.
III. Apply critical thinking to inform & communicate professional judgments. EP2.1.3	Social workers (student/intern) are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.	Social workers (student/intern): •distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; •analyze models of assessment, prevention, intervention, and evaluation; and, •demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.
IV. Engage diversity and difference in practice. EP2.1.4	Social workers (student/intern) understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.	Social workers (student/intern): •recognize the extent to which a culture's structures and values may opposes, marginalize, alienate, or create or enhance privilege and power; •gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; •recognize and communicate their understanding of the importance of difference in shaping life experiences; and, •view themselves as learners and engage those with whom they work as informants.
V. Advance human rights and social and economic justice.	Each person, regardless of position in society, has basic human rights,	Social workers (student/intern): •understand (sic: "can identify and

EP2.1.5	such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers (student/intern) recognize the global interconnectedness of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices I organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.	articulate") the forms and mechanisms of oppression and discrimination; ▪advocate for human rights and social and economic justice; and ▪engage in practices that advance social and economic justice.
VI. Engage in research-informed practice and practice-informed research. EP2.1.6	Social workers (student/intern) use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.	Social workers (student/intern): ▪use practice experiences to inform scientific inquiry; and ▪use research evidence to inform practice.
VII. Apply knowledge of human behavior and the social environment. EP2.1.7	Social workers (student/intern) are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter [people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.	Social workers (student/intern): ▪utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and, ▪critique and apply knowledge to understand person and environment.
VIII. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. EP2.1.8	Social work practitioners (student/intern) understand that policy affects service delivery, and they engage actively in policy practice. Social workers know the history of current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.	Social workers (student/intern): ▪analyze, formulate, and advocate for policies that advance social well-being; and ▪collaborate with colleagues and clients for effective policy action.
IX. Respond to contexts that shape practice. EP2.1.9	Social workers (student/intern) are informed, resourceful, and	Social workers (student/intern): ▪continuously discover, appraise,

	proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.	and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and, ▪provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. EP2.1.10	Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers (student/intern) have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes indentifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.	**Engagement-** Social workers (student/intern): ▪substantively & affectively prepare for action with individuals, families, groups, organizations, and communities;▪use empathy and other interpersonal skills; ▪develop mutually agreed-upon focus of work & desired outcomes. **Assessment** Social workers(student/intern): ▪collect, organize, and interpret client data; ▪assess client strengths and limitations; ▪develop mutually agreed-upon intervention goals & objectives; and select appropriate intervention strategies. **Intervention -** Social workers: ▪initiate actions to achieve organizational goals; ▪implement prevention interventions that enhance client capacities; ▪help clients resolve problems; ▪negotiate, mediate, and advocate for clients; and facilitate transitions and endings. **Evaluation -** Social workers student/intern): ▪critically analyze, monitor, and evaluate interventions

Table of Contents

Section I - The Student: Admissions and Application

Admission Criteria for Field Instruction

Only students who are qualified according to the requirements below are admitted to field:

1. Attained a minimum cumulative grade point average of 2.0
2. Complete the following required social work courses with a minimum grade of "C": SOCW 198, 200, 270, 298, 310, 370, 380, 381, 393, 394, 395, and 396.
3. Passed the Writing Proficiency Test
4. Acquired senior standing with regards to the Social Work curriculum
5. Submit the field instruction application packet
6. Additional requirement for a Summer-Fall Field placement: Complete all course requirements (general education and Social Work) except SOCW 410, 490, 491, 492, 493 and a three credit hour elective.

Non-Discrimination

In accordance with Southern University's policy and in compliance with Title VI of the Civil Rights Act of 1964, admission to field instruction is open to all persons who are eligible, regardless of race, color, sex, religion, age, national origin, physical disabilities, veteran status, or any other non-merit factors.

Students with Special Needs

The Americans with Disabilities Act (ADA) require that the university make reasonable accommodations to persons with disabilities as defined by the act. Students who believe they need assistance under the ADA guidelines should consult with the Director of Field Education.

The student must attach to the Application for Field Instruction a verification of disability from the university's Office of Disability Services. The verification should include the reasonable accommodation to which the student is entitled. The address and location is Office of Disability Services, RM 246, A.C. Blanks Hall, 500 Jesse Stone Avenue, Southern University and A & M College, Baton Rouge, Louisiana 70813 Office-225-771-3546; Fax-225-771-3949.

Students with special needs not covered by the Act should consult with the Director of Field Education.

Background Check

Some field placement agencies require a criminal records check. Generally, such requirement is in correctional/criminal justice settings and agencies that provide services to children. A criminal record or history will not prohibit you from completing field instruction. The information obtained is used to determine the most suitable field placement.

address questions regarding violation of any state or federal, civil or criminal law (including convictions on any charges except traffic offenses whether the conviction resulted by verdict, guilty plea, a plea of no contest or nolo contendere). The Department recommends that students consult with their advisor or Director of Field Education with concerns in this regard.

Field Options

The Department of Social Work offers two options for field instruction:

Concurrent Options
>   The **Concurrent Option** requires that the student attend Field two semesters, usually Fall-Spring. The field days are Tuesday and Thursday, 16 hours per week, acquiring a minimum of **420 hours** for the academic year.

Block Option:
>   The Block **Option** requires that the student attend field one semester, usually Fall. The field days are Tuesday, Wednesday, Thursday, and Friday, 32 hours per week acquiring a minimum of **420 hours**.

>>   **Complete all course requirements** except SOCW 410, 494, 495, and a 3 credit hour elective.

Field Application Period
>   The Field Application is during the months of February through March

The application package is used to determine the applicant's eligibility and readiness for field instruction and to identify field placement interest. The information contained herein is confidential and for Department use only (Department includes the Field Agency and Field Instructor).

The student applying for field instruction must have:

1. Attained a minimum cumulative grade point average of 2.0
2. Completed the following required social work courses with a minimum grade of "C": SOCW 200, 270, 298, 310, 370*, 380, 381, 393, 394, 395, and 396 (check your balance sheet for changes in courses or course numbers). *370 may be taken concurrently with Field Instruction, SOCW 490 or 492
3. Passed the Writing Proficiency Test
4. Acquired senior standing with regards to the Social Work curriculum

The Department of Social Work offers two options for field instruction:

Concurrent Field Option: The option is usually in the Fall-Spring and requires that the student attend field Tuesday and Thursday, 16 hours per week, acquiring a total of 420 hours for the academic year.

Block Field Option: The option is usually in the Fall. The student attends field on Tuesday, Wednesday, Thursday, and Friday, 32 hours per week acquiring420 hours. In addition to the eligibility requirements listed in items 1-4 above; in order to be eligible for the Block option the student must have completed **all course requirements** except SOCW 410, 494, 495 and a 3 credit hour elective.

Applications are due _____

Submit the following in a letter size manila folder to Erma Borskey. Write your name (last name first) on the tab of the folder

1. Completed Field Instruction Application Form (typed preferred or neatly handwritten)
2. Personal Statement (typed)
3. Current Southern University Transcript (unofficial transcript accepted)
4. Resume' (Use format provided)
5. Advisor's Recommendation

NOTE: Course numbers and credit hours are subject to change. Please check the courses that are applicable to the University Catalog and the Curriculum Balance Sheet used upon entering the university.

EJB rev. Spring 2016

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I am applying for **(check all that applies):**

❑ Fall-Spring   ❑ Summer-Fall   ❑ Child Welfare Trainee

_____

Name   Last   First   Middle

University ID #_____

PERMANENT ADDRESS OR HOME	**ADDRESS DURING INTERNSHIP**
Street/P.O./Apartment #	Street/P.O./Apartment #
City, State and Zip Code Parish/County:	City, State and Zip Code Parish/County,

_____
Phone-Home: Business: Cell:

E-Mail: _____

Cumulative GPA_____ Advisor's Name _____
Your enrollment status during internship ❍ Full-Time Student   ❍ Part-Time Student

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Responding to the following information is optional. It is used for research/statistical purposes only.
❍ Male ❍ Female   Age _____   Date of Birth ____/____/_____
 Marital Status ❍ Single   ❍ Married   ❍ Divorced

 Age of child/children_____

Military Status: ❍ Active ❍ Reserve ❍ Inactive

If you are currently employed, how many hours do you work per week? _____
Are you planning to remain in your current employment during your internship? ❑ yes ❑ no If yes, write your employer's name and your work schedule:

_____
_____

If you seeking employment, how many hours do you plan to work per week?_____. Write in your proposed work schedule:

_____

Field placements such as medical, school, corrections, psychiatric and other settings may pose different risk levels. This inquiry relates to precautions in the field placement planning process. Such planning, however, does not eliminate any or all risks that may be associated with medical or physical conditions. Please respond to the items below and if you have medical/ physical concerns, describe those concerns in the space provided. If a condition exists that may require adjustments (example: dialysis, maternity) in the field placement schedule, you must consult with the Director of Field Education to develop a plan with respect to fulfilling Field Instruction requirements.

HEALTH

Describe your current health status:

Physical Health ❑ GOOD ❑ FAIR ❑ POOR Describe any concerns:

_____

Mental Health/Emotional Health ❑ GOOD ❑ FAIR ❑ POOR Describe any concerns:

_____

Have you ever been adjudged mentally incompetent? ❑ Yes ❑ No If yes, please describe

_____

Have you ever been in treatment for alcoholism? ❑ Yes ❑ No; other drug addiction? ❑ Yes   ❑ No If yes, give the date of last treatment _____.   Are you in recovery? ❑ Yes ❑ No. If yes, how long have you been in recovery? _____.

Do you require any special assistance, access or other? ❑ Yes ❑ No If yes, please describe (provide documentation from the University's Office of Disability Services, 125 Blanks Hall, 771-3922):

_____

DRIVING/TRANSPORTATION

Do you own/have access to a car and driving to and from the field site? ❑ Yes ❑ No. If yes, write in your driver's license number: _____

Have you had any moving violations in the last three years? ❑ Yes ❑ No. If yes, list the dates:

_____

CRIMINAL RECORD

Some field placement agencies require a criminal records check. Generally, such requirement is in correctional/criminal justice settings and agencies that provide services to children. An affirmative response to the following inquiry regarding criminal record or history will not prohibit you from completing field instruction. This inquiry is used to determine the most suitable field placement.

Have you ever been charged with violation of any state or federal, civil or criminal law (including convictions on any charges except traffic offenses whether the conviction resulted by verdict, guilty plea, a plea of no contest or nolo contendere)?

❑ Yes ❑ No. If yes, explain:
_____

Are you currently on probation/parole? ❑ Yes ❑ No If yes, explain:

_____

FIELD PLACEMENT PREFERENCE
The listings below will help capture the type of setting where you would like to complete your field instruction. Category "A" identifies client systems across the life span and the client systems/ populations you would like to work with. Place in order of preference using numbers 1 through 5; the number 1 being your first choice. Category "B" lists the fields of practice. Identify your preference in order of priority using numbers 1 through 5; number 1 being your first choice. If you have an interest in indirect practice, identify your preference in category "C". Your first choice begins with #1 through 3. If there is an area not listed, please check other and list or describe the area. If you need clarification of any of the areas, review textbooks from your social work courses including Orientation, Research, Policy, Practice, and Human Behavior. Every effort is made to assign placements according to your preference, however, there is no guarantee as placements are made according to availability.

CATEGORY A	CATEGORY B	CATEGORY C
___Children	___Aging (check one) ☐Long Term Care☐Protective Services☐Adult Day Care	___Policy Practice
___Adolescence	___Chemical Dependency/Addictive Disorders	___Administration
___Young Adults	___Child Welfare	___Research
___Middle Adults	___Community and Neighborhood Services	___Other List:
___Elderly	___Corrections/Criminal Justice (check one) ☐Adult ☐Juvenile	
	___Education and Training	
	___Family Services	
	___Income Maintenance	
	___Medical and Health Care	
	___Mental Health	
	___Occupational	
	___School	
	___Other List:	

PERSONAL ESSAY

Add additional pages to discuss each of the items listed below.   Each item by number and description should precede your response. This section *MUST BE TYPED*

1. Discuss the origin and development of your interest in social work; include any influences that your family, personal, educational, and vocational experiences may have had on your career choice.

2. Discuss your personal qualifications for social work practice; include strengths and limitations that may affect your ability to help others.

3. Discuss the way you manage personal/social experiences that have had significant emotional impact on you; include how the experience contributed to self-awareness and awareness of others.

4. Discuss your experiences, feelings and ideas about working with diverse populations and in diverse settings.

5. Discuss your readiness for field instruction, your expectations of field instruction, describe the knowledge and skills and the level at which you have achieved/understand the social work competencies.

6. Discuss your plans for professional practice and/or further study.

Note: The personal essay becomes a part of your confidential file, which is available to all faculty and field instructor. The information is used to help facilitate your learning during the internship.

POLICIES

Read the manual/policy identified in the following affirmation statements. The current manual/policy is on reserve in the Learning Resource Center and on the University website.

☐Yes   ☐No   I have read the Department of Social Work Student Handbook

☐Yes   ☐No   I have read the Field Instruction Manual

☐Yes   ☐No   I have read the Southern University Student Conduct Manual.

☐Yes   ☐No   I have read the Southern University Policy regarding Alcohol and Drug Use and the Drug Free Workplace.

☐Yes   ☐No   I have read the University's Sexual Harassment Policy and Procedures.

ADDITIONAL INFORMATION

On a separate page, provide any additional information you feel may be helpful in evaluating your application and determining your field placement.

All applicants are fully considered for field placement without regard to disability, handicap, special challenge, sex or sexual orientation, age, color, creed, religion or national origin.

I certify that *the information provided in this application is true and complete.*

Signature of Applicant _____ *Date* _____

Permission to Release Information

I grant permission to the Department of Social Work, Field Education Office to release information contained in my Field Instruction Application to prospective field agencies for use in planning my field practicum experience.

Signature of Applicant _____ *Date* _____

Note: If you are currently employed with a social service agency and would like to consider the agency for your field placement, see page _____ and the Field Director for more information.

SUMMARY OF BALANCE SHEET Write the grade for each course. Write "CE"for courses you are currently enrolled.

Grade	General Education Requirement			Grade	Social Work Requirements	Hrs
	Freshman Seminar 110	1			Orientation to Social Work 198	3
	Freshman Seminar 111	1			Social Work as a Profession 200	3
	English 110	3			Intro. to Social Welfare Policy 270	3
	English 111	3			Intro. to Social Work Practice 298	3
	English 208	3			Introduction to Research 310	3
	Literature 201-207	3			S.W. Pol. Analysis &Formulation 370	3
	Math 130	3			Hu. Beh. & the Soc. Environment 380	3
	Math Elective	3			Hu. Beh. & the Soc .Environment 381	3
	Statistics	3			Generalist Social Work Practice 393	3
	Biology Lecture 104	3			Generalist Social Work Practice Lab 394	2
	Biology Laboratory 106	1			Generalist Social Work Practice 395	3
	Biology Lecture 105	3			Introduction to Field Instruction 396	2
	Biology Laboratory 107	3			Social Work Electives	
	Science Elective	3				
	Computer 105 or 290	3				
	American Government	3				
	Introduction to Sociology	3				
	General Psychology	3				
	Arts	3				
	History 104 or 114 or 224	3			Writing Proficiency Test	
	History 105 or 115 or 225	3			You may list other courses below	
	Humanities _____ or Philosophy	3				
	Principles of Health 110	2				
	Foreign Language 100	3				
	Foreign Language 101	3			Social Work Research 410	3
	Free Electives (5 hours needed)				Field Instruction 490	4
	Service Learning/Community Volunteer	3			Field Instruction Seminar 491	1
					Field Instruction 492	4
					Field Instruction Seminar 493	1
					Department Comprehensive Examination	

CLASS SCHEDULE

Courses Currently Enrolled Spring 20___	Course Rubric and Number	Credit Hours
Summer Session(s) 20_____		
Fall 20_____		
Spring 20_____		

FIELD INSTRUCTION
ADVISOR'S REVIEW AND RECOMMENDATION

Advisee/Applicant's Name _____

Advisor: Your signature is an indication that you have reviewed this applicant's
files/transcript/application and you have had an advisement session with this applicant.

Check applicable statement/phrase:

❑   The Applicant/Advisee has completed the curriculum requirements for the Field Option
        checked:

        ❑ Summer- Fall Option

        ❑ Fall-Spring Option

❑   The Applicant/Advisee has not completed the Curriculum requirements for Field
        Instruction

Comments:

_____   _____
Advisor's Signature   Date

Required Resume Format

Your Name
Your e-mail Address
Use a professional e-mail address or your Southern University address, for example:
Jane_Doe@school.com . Do not use an address with slang, metaphors, etc., for example:
mailto:superdogonthemooon@school.com wuzupdog@school.com.

Current Address   Permanent Address
Street or Post Office Box   Street or Post Office Box
City, State Zip Code   City, State Zip Code

CAREER INTEREST: Your career interest in professional social work practice.

EDUCATIONAL   Name of School/University
BACKGROUND   City, State
                          Major
                          Expected date of Graduation

EMPLOYMENT   Name of Agency/Company
                          Address
                          Supervisor's Name
                          Contact Information
                          Brief description of duties/responsibilities
                          Beginning and Ending dates

VOLUNTEER   Name of Agency/Company
                          Address
                          Supervisor's Name
                          Contact Information
                          Brief description of duties/responsibilities
                          Beginning and Ending dates

INTRODUCTION   Name of Agency/Company
TO FIELD EXPERIENCE   Address
                          Supervisor's Name
                          Contact Information
                          Brief description of duties/responsibilities
                          Beginning and Ending dates

ORGANIZATION	Name of Organization
MEMBERSHIP	Type of Organization
ACTIVITIES	Position held (if any)
	Date(s) of Membership

CONFERENCES, MEETINGS	Name/Title of the Conference, workshop, seminar, etc.
WORKSHOPS, SEMINARS	Name of the sponsoring organization
(include only the conferences,	City and State meeting was held
workshops, seminars attended	If you presented, title of your presentation
since admission into Social Work)	Date of the event

HONORS/AWARDS

INTEREST

The Field Placement at the Student's Place of Employment

Field placement at the student's place of employment is considered in accordance with the requirements listed below. The student must complete the request form titled, **Request for Field Placement at Place of Employment.**

1. The place of employment meets the criteria for selecting a field agency;
2. The prospective field instructor meets the criteria for selecting field instructors;
3. The agency is able to place the student for the required number of field hours in a sufficiently different section/program from the current employment. Sufficiently different is represented by new and different experiences. The following exceptions to changing the location of the student are:
   a. The student has been employed less than three months
   b. The employment responsibilities meet the educational goals and objectives of field instruction
4. The agency must provide a field instructor who is not the regular employment supervisor.
5. The agency must allow the field instructor to fulfill the Field Instructors' responsibilities as described in this manual
6. The agency must provide release time for the student to fulfill requirements for course work and field activities.
7. Agencies must be willing to proceed to become a qualified field instruction agency;
8. The student desiring to complete field instruction at their place of employment must make the request in writing (use the request form in the Form section of manual) to the Field Coordinator. The request must be made at the beginning of the semester prior to field instruction. The request should include:
   a. The name of the agency
   b. The name of agency administrator and student's supervisor
   c. Title of students' position
   d. Beginning dates of employment
   e. Description of duties and responsibilities
   f. The name of the department where the student is assigned
   g. The name of the department where the student may be assigned for field
   h. The name of a prospective supervisor/field instructor

        I.   Description of how the department for field differs from employment and how these will meet the requirements for field education

        j.   Plan for release time for course work and other field activities

        k.   Written approval of agency administrator supporting this request

9.   The student will be notified in writing regarding the approval of request.

REQUEST FIELD PLACEMENT AT STUDENT'S PLACE OF EMPLOYMENT

Name Last First Middle Social Security # _____ - _____ - _____ University ID # _____	

PERMANENT ADDRESS	ADDRESS DURING INTERNSHIP
Street/P.O./Apartment #	Street/P.O./Apartment #
City, Parish/County, State and Zip Code	City, Parish/County, State and Zip Code

Phone: Home	**Business**	**Cell**	**Page**
FAX _____ E-Mail			

Place of Employment:	Phone:
Address: Street/P.O	FAX:
City, Parish/County, State and Zip Code	E-Mail/Web Address:
Agency Administrator's Name:	Your Supervisor's Name and Title:
Title of Your Position: Beginning Date of Employment:	Department/Section/Division/Program assigned to:

Describe your duties, responsibilities and the population you serve:

Department/Section/Division/Program for Field Placement:	Name and Title of Supervisor/Field Instructor:

Describe how the proposed field placement differs from the employment duties and responsibilities

What is the proposed schedule for regular employment?

Does this proposed schedule provide time for class attendance and course work? Explain:

Agency Administrator ☐Approves ☐Disapproves this plan.

Agency Administrator's Signature   Date

Proposed Supervisor agrees to serve as Field Instructor ☐Yes ☐No

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Proposed Supervisor's Signature   Date

An Agency Application for Field Placement and Field Instructors Application must be submitted with this request.

Student's Signature   Date

Section II: Assigning the Field Placement

Director of Field Education

The Director of Field Education coordinates the field placement assignment process guided by the student's application and the student's desired field of practice. Careful planning insures a "good fit" between the student, the agency and the field instructor.   Agencies are selected based on the ability to provide a generalist experience, the appropriate teaching and learning environment and the capacity to permit a professional social worker grounded in the knowledge, values and skills of social work to serve as the field instructor.

The concurrent field design dictates that the student is placed in one agency setting for two consecutive semesters. The placement may be selected from the options: Fall-Spring for 16 hours per week per semester; the field days are Tuesday and Thursday; Summer-Fall for 32 hours per week in the summer, the field days are Tuesday, Wednesday, Thursday and Friday; and 24 hours per week. In the fall, the field days are Tuesday, Thursday and Friday. The student is concurrently enrolled in Field Instruction Seminar and Social Work Research. The students are assigned accordingly:

1. Students complete the field of practice section on the field application identifying in order of priority the top five field of interest. This also includes preferred population and type of service (direct practice, administration, research, etc.)
2. The Director reviews the selection and attempt to match the student with an agency and field instructor that best meets the students learning needs.
3. The agency is contacted to discuss the prospective student and interviews may be scheduled as the situation dictates.
4. The student is informed of the selection and if an interview is needed, the student contacts the agency to schedule the interview.
5. The field instructor finalizes the selection with the agency and notifies the student.

List of Field Agencies

See Section VI for the list Field Agencies

<h1 style="text-align:center">Confidentiality Agreement for Social Work Interns</h1>

(This agreement is a modified version of the Dallas County Health and Human Services Confidentiality policy and agreement)

I understand that I will be exposed to and have access to personal and private information of persons served by my field agency, its employees, volunteers and other affiliates. I have a legal and ethical responsibility to protect and safeguard the confidentiality and privacy of such information.

By signing this document, I understand and I agree that:

I shall maintain and *safeguard* the confidentiality of any personal access code(s), user identification(s), access key(s) and/or password(s) used to access computer systems or other equipment. Should I discover that the confidentiality of my access code(s), user identification(s), access key(s), and/or password(s) has been compromised, I will immediately notify my field instructor and/or agency supervisor.

I shall *not* access or view any information other than what is required to fulfill my responsibilities as a social work intern. If I have any question about whether access to certain information is required for me to fulfill said responsibilities, I shall immediately consult the field instructor and/or agency supervisor.

I shall *not* use or disclose, orally, in writing, electronically or otherwise, any personal/identifying information including social security numbers, telephone numbers, street/e-mail addresses, etc. or information related to or held by the field agency.

I shall *not* discuss or reveal any personal information or information related to or held by the agency in an area where unauthorized individuals may hear or see such information, even if specifics, such as an individual's name, are not used. I understand that possible areas to keep in mind include, but are not limited to, hallways, elevators, cafeteria, public transportation, restaurants, and social events.

I shall *not* make inquiries about any information for any person or party, including, but not limited to, any family member, a friend, a third party, an employee or associate of the agency, who does not have proper authorization to access such information.

I shall immediately return all property, including, but not limited to, keys, documents, and ID badges to the agency upon termination (with or without cause) of my field placement/affiliation with the agency.

Any violation by me of this Agreement may result in disciplinary action, up to and including termination of my field placement as well as potential personal civil and criminal legal liabilities.

Any individual information or information and records related to or held by the agency that I access, view at the agency or create with regards to fulfilling my responsibility does *not* belong to me.

By my signature below, I acknowledge that I have read and understand this Agreement in its entirety and I agree to comply with all of the above stated terms as a condition of my responsibilities as a Social Work intern.

_____
Signature of Intern

_____   _____
Printed Name   Date

Field Instruction Attendance Policy

Field instruction differs from courses within classroom settings. It involves learning through engagement in social work practice in social agencies involving real life problem situations. Students work with agency staff, volunteers and other professionals. Thus, the effects of absences and tardiness extend beyond personal consequences and affect all persons with whom the student is working. Moreover, absences and tardiness, regardless of their causes, delay or circumvent effective social work intervention and often result in lowered academic performance. Therefore, this policy protects field settings from the deleterious effects of poor attendance and tardiness and ensures students' professional development.

Field Instruction Attendance Regulations
1.   Students are required to attend field instruction on all field instruction days, except on days when uncontrollable circumstances prevent attendance (e.g., serious illness, death of a family member). Even in the case of such excused absences, students are expected to return to the field placement as soon as possible. In the case of absence due to death of family members, students are expected to follow the agency's policies for its employees.
2.   Tardiness and absence will be considered in the evaluation of student performance in the rating of the attendance criterion and in terms of their effect on other aspects of field instruction performance.
3.   Students who are absent four or more field days per semester, regardless of the reasons, should strongly consider withdrawing from field instruction because chronic absences and tardiness adversely affect both the social work practice and learning processes.
4.   When students must be absent or tardy, due to uncontrollable circumstances, they are expected to inform the field instructor as soon as they are aware of this situation. In the event that the field instructor cannot be reached (after a diligent effort), a message should be left with an appropriate agency person. The Director must also be informed, as soon as possible. If the Director is not available, leave a message with appropriate department staff.
5.   When students must be absent, they are expected to take responsibility for canceling scheduled activities or requesting that another agency person cancel their activities, if circumstances do not permit them to accomplish this task.
6.   Students are expected to abide by the Field Instruction calendar in terms of scheduled events and observance of holidays. Students are not required to attend field on official University or agency holidays, except under other agreed upon conditions; example school social work interns receiving stipends agree to schools holiday schedules.
7.   Students are required to make up the total amount of time missed from field instruction. Agreements for making up time should be made with the field instructor. After this arrangement is made, the student is responsible for immediately informing the Field Coordinator by means of a memorandum.

8.   Students who fail to make up time prior to the University's deadline to submit grades for the respective semester will receive an incomplete ("I") grade. The student will be responsible for making arrangements with the field instructor and coordinator to make up missed time and move the "I" grade. The university policy for removal of "I" grades will be adhered to.

Attendance for Professional Meetings, Conferences, etc.

The field agency, instructor or supervisor may require students to attend professional meetings, conferences, workshops, etc. When the field instructor/agency supervisor grants permission to attend non-required meetings, conferences, workshops; it is within instructor/agency supervisor's discretion to decide whether the time missed must be made-up or whether the time is counted as field hours.

Liability/Malpractice

1.   Malpractice liability is covered by Louisiana Revised statue 40:1299.39. This law states: (1) "persons" means any individual acting in a professional capacity in providing health care service, by or on behalf of the state and shall include but not limited to a . . . resident, intern, or student, of any discipline listed herein who is assigned as a part of his prescribed training when acting within the course and scope of his assigned training or staff appointment, without regard to where the services are performed.
        Any claims are forwarded to the State of Louisiana, Division of Administration, and Office of Risk Management.
2.   The Southern University Department of Social Work does not provide professional liability insurance coverage in addition to coverage noted in item #1 above.
3.   Field Instruction students are strongly encouraged to secure professional liability coverage through the Social Workers Professional and Office Liability Insurance Program-National Association of Social Workers or other appropriate sources.

Transportation and Automobile Liability

Transportation to and from the Field Site

        The student is responsible for her/his transportation to and from the field placement. However, when transportation presents a problem for student, the Department does assist by:

        a.   Paring the placement with a student who has access to a vehicle and is willing to car pool.

        b.   Ensuring the placement is accessible via the public transit system.

The Department is not obligated to provide transportation. However, every effort is made to assist the student.

Transportation and Field Responsibilities

The Department discourages use of your personal automobile to carry out agency responsibilities. If you use your personal vehicle in the field, you should review your coverage with insurance company. You want to know specifically whether transporting clients is covered in your policy.

Substance Abuse Policy

The Department of Social Work, Southern University-Baton Rouge is committed to educating and training social work professionals to provide the highest quality service delivery system to the community and its citizenry. The illegal or abusive use of drugs or alcohol by any member of our student body interferes with the accomplishment of our goal. It is the policy of the Southern University and A & M College System to maintain a drug-free workplace and environment conducive to the learning process. Louisiana State law prohibits the consumption, possession, distribution, possession with intent to distribute or manufacture of drugs described as controlled dangerous substances in Louisiana Revised Statues 40:964 and the illegal possession and/or consumption of alcohol. Such actions are prohibited on all University controlled property and at other locations where university business is conducted and curriculum requirements are accomplished.

Substance Use and Abuse Policy

Each student in the Department is responsible for knowing and abiding by the provision of said polices and manual. Each student is required to sign and an acknowledgment statement that will be kept on file in the Department. A student may be required to sign an acknowledgment statement at various intervals during her/his matriculation.

Student Responsibility and Prohibited Conduct

Students are responsible for:

A.	1)	knowing and abiding by the provisions of Louisiana Law and federal law that make it a crime to possess, consume, possess with intent to distribute, dispense or manufacture drugs, including alcohol, except as provided for by law.

2)	knowing and abiding by the provisions of Southern University Drug Policy that prohibit the manufacture, distribution, dispensing, possession, or use of any illegal drug or alcohol or to abuse a controlled substance in the workplace, classroom or other related areas associated with the learning process, except as provided for by policy.

3)	knowing and abiding by the provisions of <u>Southern University Code of Student Conduct Manual</u> that prohibit the manufacture, distribution, possession or unauthorized use of any illegal drug, narcotic, marijuana, including but not limited to barbiturates, hallucinogens, amphetamines, cocaine, opium, heroin, hashish, and possession or consumption of alcoholic beverages in any form; use and sale of beer and/or intoxicating liquor, except as provided for by policy; and disorderly conduct resulting from the illegal use or the abuse of alcoholic beverages.

4)	Knowing and abiding by Drug and Alcohol use policy at the agency where he/she may be completing their volunteer work, pre-field instruction or field instruction.

B.	Notify supervisor of any criminal drug statue conviction for a violation occurring in the workplace (agency) no later than five (5) days after such conviction. Failure to comply with this policy subjects the student to sanctions including termination.

Education, Prevention, Counseling and Rehabilitation

Substance abuse results in undesirable physical and psychological consequences described in the table titled "Controlled Substance--Uses & Effects" in the full text of the policy.   Southern University provides prevention education and provides referrals for counseling and support services

Criminal Penalties

Students are responsible under both University policy and state law for their conduct. It is the policy of the University to arrest and refer for prosecution any student who violates state or federal law concerning controlled dangerous substances. It is unlawful in Louisiana to produce, manufacture, distribute or dispense, or possess with intent to produce, manufacture, distribute, or dispense a controlled dangerous substance unless such substance was obtained directly or pursuant to a valid prescription or order from a licensed physician or veterinarian or as provided in R.S. 40:978, while acting in the course of his or her professional practice, or except as otherwise authorized by law.

University Discipline

Any student who violates state or federal law, on property either owned or controlled by the University, or at such other locations in the community, which affect the University's interest as an academic institution, shall be considered in violation of University policy. The University will take disciplinary action against any student whose alleged conduct is deemed by responsible authority at the University to affect the University's interest as an academic community.

Any student found in violation of university policy is subject to the maximum sanction of expulsion or any such lesser penalty, including but not limited to referral for counseling, written or oral reprimands and/or any such penalties as prescribed under the Southern University Code of Student Conduct Manual.

Sexual Harassment

It is the intent of field education to provide an environment free from sexual harassment. The field education office operates under the University's policy related to sexual harassment. The policy is stated below. In addition, the field agencies have agency policy related to sexual harassment from a personnel and/or client perspective. The student is required to become familiar with the agency policies. Students should notify the Director immediately when there is an issue or situation, which appears to involve sexual harassment.

Southern University - Office of Human Resources
Policy on Ethnic, Religious or Sexual Harassment

It is Southern University's policy that neither sexual harassment nor rewards for the granting of sexual favors have any place in the workplace or the classroom. A statement of this policy, herein contained, is to be conspicuously posted in all departments within the Southern University System (or a unit within the System).

It is the policy of Southern University that the workplace and classroom are for work and learning. It is the University's goal to provide a workplace and classroom free of tensions involving matters, which do not relate to Southern University's business or the learning process. In particular, an atmosphere of tension created by ethnic or religious remarks or animosity or unwelcome sexual advances do not belong in the workplace or classroom.

Ethnic, religious or sexual considerations shall not be used as the basis for employment

or grade decisions, or for other actions affecting employment status or student status. Equally important, where any such verbal or physical conduct unreasonable interferes with any individual's work or class unreasonably interferes with any individual's work or class performance or creates an intimidating, hostile or offensive work or class environment, we urge that the offended individual notify, Director of Personnel and EEO. All inquiries will be held in the utmost confidence, but the matter will be investigated and dealt with expeditiously.

Field Instruction Reassignment Policy

Careful attention is given to the placement of students in field placement agencies, which match their career interests and needs. Despite such carefulness, situations may arise which require deliberations concerning making field instruction reassignment. Reassignment is the exception to the Field Placement Policy. Reassignment is made only when the setting is no longer conducive to learning. When reassignment is considered, the following policy and procedures will be invoked:

Part 1: Student Request for Reassignment

A reassignment request is not automatic. Before a reassignment is granted, the following actions must be completed in ten working days. The student has the burden of establishing a cause for reassignment. All requests for information or scheduled conferences must be addressed at the time set. Failure to keep appointments or submit information will result in automatic denial of request.

1. Every effort will be made to preserve the placement. The students will be directed to the field instructor to discuss the situation and make the effort to resolve the matters leading to request for reassignment. The Coordinator will consult with the student to assist in the problem-solving process. This may include exploring alternatives, developing a plan or rehearsing a presentation and/or entering an agreement.
2. If the student and field instructor cannot reach a satisfactory resolution to the problem, the student will make a request in writing to the Coordinator. The written request will state the problem and the impact on the learning environment; a detailed chronology/description of the efforts to resolve.
3. The Coordinator will meet with the student and the Field Instructor and investigate the situation. If it is determined that mediation may be sufficient to preserve the placement the coordinator will engage in the mediation process with the student and field instructor and other parties who may be involved. A written summary of this process will be made a part of the student file.
4. If it is determined that there is sufficient question about whether appropriate learning experiences can/will be provided, the contract cannot be honored, or the problem is irreconcilable, the Coordinator shall notify the student, field instructor and Chairperson

of the Department of Social Work in writing that a field placement change is warranted. The written correspondence will encompass the problem assessment and recommendations including a timetable for change.

5.   If the student is dissatisfied with the Coordinator's recommendation, the student may then pursue the grievance according to the Field Instruction Grievance Procedures.

6.   To ensure that the transition can be made as smoothly as possible, an appropriate timetable for change should take into consideration the student's current involvement with clients, programs, the academic schedule.

Part 2: Field Instructor request reassignment

The field instructor may request reassignment upon a conclusion that the agency and/or the field instructor cannot fulfill the field obligations. This change of status must be documented. The request must have a legitimate base. This request must be in writing with documentation of circumstances that lead to the decision. The agency should notify the field director as soon as possible when the status of the agency/field instructor changes.

Part 3: Director of Field Initiates reassignment

Upon recognition of an agency's inability to carry out field obligations the director may reassign a student.

Any reassignment resulted from 1 or 2 above must be efficient as not to prolong unnecessarily the students learning experience and opportunity to completed required hours.

Termination/Dismissal from Field Instruction

Students enrolled in field instruction are held to the same standards and accountability expected of practicing professional social workers. Therefore, the following justifications, actions and procedures have been developed to address student performance that falls below professional expectations.

Additionally, students in field instruction have to meet the required academic standards of eligibility.   A field student must maintain these standards while completing the field Practicum.

Academic Dismissal/Termination

A student may be terminated/dismissed from field instruction for the following reasons:

1.   Failure to maintain a minimum cumulative grade point average of 2.0.
        A student whose cumulative grade point average drops below 2.0 during the first semester of field instruction may not continue field instruction (means cannot enroll in

SOCW 492 and 493; and 410 if in the Summer-Fall option) the following semester. After the student brings the grade point average up to 2.0, the student must reapply for admission to Field Instruction. The application must be received two weeks before registration in the Fall or Summer semester.

The student has one academic year from the date of dismissal to complete Field Instruction II and Seminar II without additional requirements. Additional requirements may include auditing (or repeating; this is a student option - caution: the last grade counts ;) a practice course as a refresher before returning to field.

2.   Excessive absences.
A student may be terminated/dismissed if the student has been absent four or more times. The grade received will be determined on a case-by-case base. If the student is absent for reasons stated in the Attendance Policy, the student may receive an incomplete grade ("I"). The "I" must be removed the semester immediately following the receipt of the "I." The student must initiate the process to request an "I" grade. See the university policy. Any reasons that do not fall within the aforementioned may result in a failing grade.

If the student receives a grade below "C." The student must repeat the course. This requires re-application and readmission to Field Instruction. The student has one academic year from the date of dismissal to complete Field Instruction I and Seminar I without additional requirements. Additional requirements may include auditing a practice course as a refresher before returning to field.

If the student receives an incomplete ("I"), the incomplete must be removed before the student can go on to Field II and Seminar II. The student has one academic year from the date of dismissal to complete Field Instruction II and Seminar II without additional requirements. Additional requirements may include auditing a practice course as a refresher before returning to field.

3.   Failure to comply with Learning Contract, Educational goals, Expectations of roles and responsibilities in Field Instruction
A student may be terminated/dismissed for failure to perform. Such termination results in a grade below "C." If the student receives a grade below "C, the student must repeat the course. This requires re-application and readmission to Field Instruction
The student has one academic year from the date of dismissal to complete Field Instruction I and Seminar I without additional requirements. Additional requirements may include auditing a practice course as a refresher or other requirements as determine by academic/professional assessment.

Non-academic Termination/Dismissal

A student may be terminated/dismissed from field instruction for the reasons that follow. The list is not inclusive, as any behaviors that place the client, the student, the public, the agency, the department, or the university in jeopardy may be grounds for termination/ dismissal. This policy covers termination/dismissals due to student violations of agency policy, impropriety, or any other inappropriate behavior by act of commission or omission.

1. Violation of the NASW Code of Ethics
2. Violation of agency policy
3. Conviction of a felony
4. Under the influence of alcohol and/or control substance
5. Emotional and/or mental disturbance*
6. Unprofessional relationship with client, supervisor, or agency personnel
7. Unprofessional behavior exhibited during the internship
8. Violent behavior toward client, supervisor, or agency personnel
9. Inability to use supervision
10. Falsifying, fabricating, misrepresenting information/documentation
11. Theft
12. Abuse of agency support services (copier, telephones, fax, word processing, computers, transportation, automobiles etc.)

*Students terminated/dismissed cannot re-apply until the expiration of one year/12 months from the date of termination. Re-application must be accompanied by a statement from the treating physician-addressing student's emotional/mental stability and readiness to complete studies/the internship; and a signed release of information form to allow the Field Education office to verify physician's statement.

Procedure for Termination/Dismal

Every effort will be made to protect the rights of the student. To ensure fairness and due process, an action for non-academic termination/dismissal will be executed accordingly:

1. The agency must inform the Department in writing of its decision to terminate students' placement.
2. Every effort should be made to resolve this matter within 14 business days after notice is received from the agency.

3. The student will be given written notice of termination/dismissal from field instruction. This notice will document the reasons that warrant termination/ dismissal from field instruction.

4. The student will respond in writing within three days (upon receipt) to the Field Instruction Coordinator either admitting or denying the reasons for dismissal and providing factual information to support the position taken.

5. The Coordinator will hold a conference(s) with the field instructor, other appropriate agency staff, and the student to obtain detailed information regarding the situation and the agency's decision. A written summary of the data will be made a part of the student's file.

6. The Coordinator has the option of impaneling a committee to evaluate the situation, to assess how these facts affect the students' grade for the given semester and to determine the advisability of field placement reassignment to another agency or termination. The panel may consist of representatives from the faculty, student and field instructors. The panel may consult the Southern University Code of Student Conduct Manual. This panel will make a recommendation to the Coordinator.

7. The gravity of the infraction, which resulted in the dismissal, may also result in a failing grade (i.e., "D" or "F").

8. The Coordinator is vested with the authority to make the final decision about the student's letter grade.

9. The Coordinator is vested with the authority to make the final decision about whether the student should be temporarily or permanently dismissed from field instruction (independent of the decision of the agency that has dismissed the student). The student will be informed in writing of her/his status.

10. Students who are temporarily dismissed from field instruction will not be reassigned until one semester after the dismissal. The student must reapply for field instruction in accordance with the application deadlines.

11. Students who are permanently dismissed from field instruction are not eligible for reassignment or readmission.

12. Students may appeal any decision through the Field Instruction Grievance Procedures. The appeal must be received within seven days after the student receives notice regarding the situation.

Field Instruction Grievance Procedure

This procedure is designed to assist students, field instructors, the director and other persons involved in field instruction to resolve problems or conflicts that may arise in field instruction.

The student and field instructor through use of the agency grievance procedure shall resolve problems arising between students and client systems. The Department/Field Instruction liaison (hereinafter referred to as liaison) should be kept apprise of all occurrences and resolutions. All parties should adhere to the outlined procedure and timetable stated below:

Level I - Complainant and Adversary
1.   The complainant and adverse party shall make every effort to resolve the problem/conflict before moving to the next level.
2.   If unable to resolve at Level I, either party may move to Level II of this procedure. The party must:
     a.   Inform the other party in writing of his/her intention to file the grievance with the Field Education office.
     b.   Attach a written statement of the complaint.
     c.   All communications should be within five working days following meeting between parties in one above.

Level II - Complainant and Director of Field Education
1.   The complainant shall present in writing to the Director of Field Education within two working days following notification of adverse party the complaint using the "Grievance Form" that follows this section.
2.   Within two working days, the Director shall respond in writing to the complainant, indicating the manner in which the matter will proceed. The director shall also inform the adverse party of complaint and provide a copy. The process may be an independent resolution by the director using mediation or other conflict resolution or the liaison may empanel an impartial body to make recommendations for resolution. Such panels may include faculty, staff, student(s) (in or outside the department), community practitioners or alumni.
3.   This resolution shall be reduced to writing in contract form including goals, objectives, task, and date of implementation and date of termination.
4.   The parties shall implement the plan according to the contract.
5.   If the problem is not resolved, the student shall make an addendum to the original complaint, attaching the plan/contract, describing the outcome and providing all supportive documentation and evidence.
6.   If a satisfactory resolution is determined, a written report shall be made a part of the   student's/field files.

If no satisfactory resolution is determined, the complainant may go to Level III.

Level III - Complainant to Department Chairperson (If Chairperson is the same as the Director of Field Education, move to Level IV)

1. The complainant shall file the grievance within two days following the receipt of the Director's report. This statement should include reasons/justification for rejection of prior resolution.
2. Should the administrator determine further investigation is needed; she/he shall conduct, prepare and submit a response to complainant two-five working days following receipt of complaint.
3. If recommendation of the administrator is not acceptable, the complainant moves to Level IV.

Level IV - The University Grievance Procedure

Should the matter remain unresolved, the complainant may institute the "Student Academic Grievances" procedure located in the <u>Southern University and a & M College Catalog</u> under the Administrative Regulations section.

Notes:
1. The complainant should exhaust each level of the procedure before moving to the next level.
2. The complainant and respondents should adhere to all timetables/delays. This is very important due to: a) the length of an academic semester, and b) the need to meet the required clock hours of field instruction.

Glossary
1. Grievances - any problem, situation, circumstance or occurrence that interferes with, or prohibits the operationalization of field instruction, the field instructor's agreement, and/or denies the student of a sound educational experience.
2. A complainant - any person involved in the operationalization of field instruction and believed she/he has been aggrieved.
3. Adverse Party (adversary) - the person against whom a complaint is made; the opposing party.
4. Director of Field Education - a faculty member or designated party who coordinates the day-to-day operation of field instruction.
5. Working Days - one regular business week, i.e., Monday through Friday, including field instruction days between the hours of 8 a.m. and 5 p.m.

Grievance Form

Person filing this complaint/grievance:

Name:	Phone: Home:	Business:
Address: Street/P.O. Box	Cell:	Page:
City, State, Zip	FAX:	E-Mail:

Person against whom the complaint/grievance is made:

Name:	Phone:
Agency:	Fax:
Address: Street/P.O. Box	E-Mail:
City, State, Zip	

A. Provide a clear, detailed statement with dates/times describing the cause for which this grievance is being brought:

B. Attach significant documents and/or evidence to support this cause: Briefly describe each document/evidence and the purpose for inclusion.

C. Describe attempts at resolving this matter, giving details, dates and outcomes.

Signature of Complainant:_____ Print Name: _____

Date: _____

Section III – Knowledge Base

Knowledge and skills the student brings to Field Education

Students enter field instruction with a grasp of the basic knowledge and skills that comprise the components and competencies of the planned change process. The continuous development of knowledge and skills in a process. Social Work practice skills and knowledge are acquired through extensive social work practice under the direction of skillful instruction in the classroom. Continued use of the generalist model in field instruction provides for continuity and consistency and builds upon the initial levels of the curriculum in professional foundation sequences and the liberal arts educational requirements.

This section provides the intern with a check list/review of their learning to this point. Read this section to help you place in perspective your "in class learning" and to guide your "real" professional practice experience.

Generalist Practice Concept

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies listed at the beginning of the manual. CSWE **Educational Policy B2.2**

The Liberal Arts/General Education Curriculum

The liberal arts are an underpinning for the professional foundation requirements, designed to ensure that the student has attained the following goals:

❖to communicate effectively in oral and written English

❖to read with comprehension

❖to reason abstractly and think critically

❖to understand numerical data and statistics

❖to understand the method of critical inquiry

❖to be familiar with key technological applications of the basic sciences

❖to recognize and appreciate cultural diversity at different places and different times

❖to understand and appreciate the nature and role of arts and humanities

❖to understand the American political, social, and economic systems

❖to understand and appreciate human wellness and the importance of physical activities in developing a healthy body and mind

❖to develop a rational basis for selecting a vocation or a profession

❖to develop an appreciation for the African-American heritage

❖to develop an appreciation for community service and volunteerism

❖to learn independently

The Professional Foundation

The professional foundation consists of specified content in the curriculum areas below:

Values and Ethics
The professional foundation consists of specified content related to:

❖Values and principles of ethical decision making according to NASW Code of Ethics

❖Awareness of personal values

❖Developing, demonstrating and promoting the values of the profession

❖Analyzing ethical dilemmas and the ways in which these affect practice, services and clients

Diversity
The professional foundation consists of specified content related to:

❖Promoting understanding, affirmation, and respect for people from diverse backgrounds

❖Emphasizing the interlocking and complex nature of culture and personal identity
  ensuring that social services meet the needs of groups served and are culturally relevant

❖Educating students to recognize diversity within and between groups that may influence
        Assessment
        Planning
        Intervention
        Research

❖Teaching students to define, design, and implement strategies for effective practice with persons from diverse backgrounds

Populations-at-Risk and Social and Economic Justice
The professional foundation consists of specified content related to:

❖Examining the factors that contribute to and constitute being at risk

❖Educating students to identify how group membership influences access to resources

❖Presenting dynamics of risk factors and responsive and productive strategies to redress them

❖Enhancing understanding of distributive justice, human and civil rights, and the global interconnections of oppression

❖Directing implementation of strategies to combat discrimination, oppression, and economic deprivation

❖Directing the promotion of social and economic justice

❖Preparing students to advocate for nondiscriminatory social and economic systems

Human Behavior and the Social Environment
The professional foundation consists of specified content on the reciprocal relationships between human behavior and social environments; the content includes:

❖Empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems

❖Theories and Knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span;

❖The range of social systems in which people live

❖The ways social systems promote or deter people in maintaining or achieving health and well-being

Social Welfare Policy and Services
The professional foundation consists of specified content related to:

❖The history and current structures of social welfare services

❖The role of policy in
     Service delivery
     Social work practice
     Attainment of individual and social well-being

❖The course content provides students with knowledge and skills to:
     Understand major policies that form the foundation of social welfare;

Analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery;

Analyze and apply the results of policy research relevant to social service delivery;

Understand and demonstrate policy practice skills related to economic, political and organizational systems;

❖Use above the systems to influence, formulate and advocate for policy consistent with social work values;

❖Identify financial, organizational, administrative, and planning processes required to deliver social services

Social Work Practice

The professional foundation consists of specified content anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in their environments. Students learn content that encompasses knowledge and skills to work with individuals, families, groups, organizations and communities. This content includes:

❖Engaging clients in an appropriate working relationship;

❖Identifying issues, problems, needs, resources, and assets;

❖Collecting and assessing information

❖Planning for service delivery;

❖Using communication skills, supervision, and consultation;

❖Identifying, analyzing, and implementing empirically based interventions;

❖Applying empirical knowledge and technological advances;

❖Evaluating program outcomes and practice effectiveness;

❖Developing, analyzing, advocating, and providing leadership for policies and services;

❖Promoting social and economic justice

Research

The professional foundation consists of specified content related to qualitative and quantitative research and provides an understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content should prepare students to:

❖Develop, use, and effectively communicate empirically based knowledge including evidenced-based interventions

❖Provide high-quality services;

❖Initiate change

❖Improve practice, policy and social service delivery

❖Evaluate their own practice

NASW Code of Ethics

Code of Ethics
Of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW
Delegate Assembly

For full text, contact NASWDC. Org; Students are required to secure the full text.

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. The term" Client" 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 take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human   relationships, from the personal, familial to the social, and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should 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 other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant   codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance, social workers should consult the relevant literature on professional ethics and ethical decision-making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values,

principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

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.

Louisiana Social Work Practice Act

RULES, STANDARDS AND PROCEDURES
Louisiana Social Work Practice Act

For full text contact labswe.org; the students' are required to secure the full text.

CHAPTER I. STANDARDS OF PRACTICE
101. Scope and applicability.
    The standards of practice apply to all applicants, and those who are registered, certified or licensed. The use of the term social worker within these standards of practice includes all applicants, and those who are registered, certified or licensed.

103. Purpose.
    The Standards of Practice/Code of Conduct provide a basis upon which to assess and measure the professional conduct of an applicant and those who are registered, certified or licensed.
105. Violations.

A violation of the Standards of Practice/Code of Conduct constitutes unprofessional or unethical conduct and constitutes grounds for disciplinary action or denial of credential.

107. General practice parameters.

A. Character. A social worker shall maintain good moral character.

B. Client welfare. Within the context of the specific standards of practice prescribed herein, a social worker shall make reasonable efforts to advance the welfare and best interests of a client.

C. Self-determination. Within the context of the specific standards of practice prescribed herein, a social worker shall respect a client's right to self-determination.

D. Nondiscrimination. A social worker shall not discriminate against a client, colleague, student, or supervisee on the basis of age, gender, sexual orientation, race, color, national origin, religion, disability, political affiliation, or social or economic status. If the social worker is unable to offer services because of a concern about potential discrimination against a client, student, or supervisee, the social worker shall make an appropriate and timely referral. When a referral is not possible, the social worker shall obtain supervision or consultation to address the concern.

E. Professional disclosure statement. A social worker shall display at the social worker's primary place of practice or make available for all clients a statement that the client has the right to:

　　1. Expect that the social worker has met the minimal qualifications of education, training, and experience required by state law;

　　2. Examine public records maintained by the Board which contain the social worker's qualifications and credentials;

　　3. Be given a copy of the standards of practice upon request;

　　4. Report a complaint about the social worker's practice to the Board;

　　5. Be informed of the range of fees for professional services before receiving the services;

　　6. Privacy as allowed by law, and to be informed of the limits of confidentiality;

　　7. Expect that the social worker will take reasonable measures consistent with the social worker's duty of confidentiality to limit access to client information and any expressed waivers or authorizations executed by the client. Reasonable measures include restricting access to client information to appropriate agency or office staff whose duties require such access.

　　8. Receive information that a social worker is receiving supervision and that the social worker may be reviewing the client's case with the social worker's supervisor or consultant. Upon request, the social worker shall provide the name of the supervisor and the supervisor's contact information.

　　9. be free from being the object of discrimination while receiving social work services; and

　　10. Have access to records as allowed by law.

Safety Tips in the Field Placement

• **WORK ARRIVAL:** • Organize before leaving home • Visually check parking lot when you Arrive • Are suspicious vehicles or persons in the lot? • Obtain plate number if possible • Vary your parking • Do not park next to van or truck • Do not accept unsolicited offers of assistance • Do not unlock the door to admit stranger • Sound your horn if menacing stranger remains around your vehicle • ・ Cellular phone – call 911 assistance • ・ Be alert and aware of surroundings • ・ Visually check building when arrive • ・ Have key or swipe card ready • ・ Do not converse with strangers	• ・ **PLAN FOR THE VISIT** • ・ Notify office of destination with the • name, address, phone number, time of • visit, and reason for the visit • ・ Notify client your are coming and • purpose of the visit / meeting • ・ Obtain specific directions • ・ Have a street guide / map in car • ・ Bring cellular phone if available • ・ Call office before entering home • ・ Establish office procedure if you do not • call in • ・ Try to conduct home visit in pairs, if • possible • ・ Wear clothes and shoes that provide • freedom of movement

TRAVELING TO SITE:
- Do not keep things out in open in car
- Lock purse / valuables in car prior to leaving for visit
- Keep car in working order with at least ½ tank of gas
- Drive with doors locked
- Park in well-lit, visible area and lock the car doors (do not park in the driveway or directly in front of the house)
- Observe the premises for suspicious activity; listen for threatening sounds
- Listen to your body language, if you feel unsafe at any time, LEAVE
- Do not slam car doors
- Do not walk on lawns
- Knock and use doorbell
- Give eyes a chance to adjust to light (before entering)
- Carry as little as possible into home
- Return to car with key ready, check front and back seat and floor before getting in
- If you are being followed, do not drive home; drive to nearest police or fire station and honk your horn or drive to open gas station or business where you can safely call the police
- Do not leave the car unless you can walk into the building safely
- If possible, have a cellular phone in your car for emergencies; it may save your life!
- Always carry small flashlight with you (in purse or car)

DURING THE VISIT:
- Visually check others present during visit
- Assess person's emotional state
- Avoid sitting in the kitchen (many possible weapons; boiling water, knives)
- Always wait to be invited to sit
- Sit in straight-backed chair (easier to rise from chair in a hurry)
- Be aware of all possible exits in the house
- If there are dogs in house, ask client to remove them due to your allergies
- Ask to turn the TV off, as "I" have trouble hearing
- Restate the goal of the visit
- Maintain a respectful and courteous attitude
- Respect the individual's personal space (maintain an appropriate distance)
- Keep a clear path to the door
- Avoid positioning self so that you become trapped if needed to make quick exit
- If situation escalates, LEAVE
- Avoid giving out personal information, such as address or phone number
- Visually check the surrounding area or parking area when leaving
- ALWAYS carry car keys in same place where they are readily accessible

• ・ **OFFICE VISITS:**
• ・ Plan an emergency escape route
• ・ Beware of how to gain help and to call
• law enforcement
• ・ Know if 911 can be called directly or if
• other numbers must be called first
• ・ Arrange furniture in office to prevent
• entrapment (sit where you have quickest
• access to the doorway)
• ・ Avoid working alone in office after
• regular working hours; notify someone
• you are working late and keep all exterior
• doors locked
• ・ Avoid seeing clients alone after hours
• ・ Have co-worker attend meeting when
• interviewing possibly threatening clients
• or if you feel your personal safety might
• be threatened
• ・ Keep desk and office clear of objects
• that could be used as a weapon (store
• letter opener in desk drawer)
• ・ Avoid giving personal information
   during
• interview
・ Keep your automobile locked at all times
	• ・ **DEFUSING TECHNIQUES:**
	• ・ Keep it from escalating; try to stay calm
	• and listen attentively
	• ・ Avoid sudden movements
	• ・ Avoid confrontation
	• ・ Maintain eye contact and personal
	   space
	• ・ Keep situation in your control
	• ・ Use calm tone when speaking
	• ・ Do not argue with person
	• ・ Signal a co-worker or supervisor that
	• you
	• need help (try not to let angry client see
	• this, as it may escalate situation)
	
	• ***Information collected from:***
	• Joe McAnally,
	• Montana Department of Public Health and
	   Human Services;
	• AMRIC Associates Limited,
	• Investigation and Security Consulting;
	• De-Escalating Volatile Situations Seminar
	   presented by Carolyn Miller

Section IV - MONITORING AND EVALUATION IN FIELD EDUCATION

Field Instruction I (SOCW490) and Field Instruction II (SOCW 492) are the final and most essential courses designed to promote the connection of theory and concepts from the classroom with the practice setting and the opportunity to engage in evidence-informed practice.   These courses are the "hallmark" of the curriculum. In order to engage in practice, a series of actions must occur.

Students in collaboration with the Field Instructor, Field Seminar Instructor and Director of Field develop a Learning Contract that contains ten social work competencies and forty-one practice behaviors adopted from the CSWE-EPAS. The learning contract manages and guides the field experience by identifying learning opportunities (strategies/tasks) that correspond with competencies and practice behaviors and facilitates implementation of theory and concepts from the classroom into the field setting. The learning opportunity alerts the student, the field instructor, the field seminar instructor and the field director of the fundamental skills needed, and knowledge required, for accomplishing tasks that inform practice. Students use weekly logs and competency surveys to identify the knowledge base, values and skills associated with the field experiences and assess through journaling how knowledge, values and skills guide their practice. Students use weekly logs and competency surveys to identify the knowledge base, values and skills associated with the field experiences and assess through journaling how knowledge, values and skills guide their practice.

The Field Evaluation is the companion to the Learning Contract. Student evaluations occur at various levels of the internship using the social work competencies and practice behaviors at all levels. The expected level of student performance and the nature of field experiences, progressing from least complex and challenging in Field I to most complex and challenging in Field II, distinguishes the levels. Although the student is constantly within the teaching and learning scope of the field instructor, they also engage weekly in formal supervision sessions. Supervision is for the student and the field instructor to process activities, outcomes, implementation of knowledge and application of skills and values.

The integrated seminar (Field Instruction Seminar I and II, SOCW 491, 493) supports the process of connecting theory and concepts from the classroom with the practice setting and fosters the implementation of evidence-guided practice. Seminar is taken concurrently with Field Instruction 490 and 492. The seminar has ten units/topics that correspond to the ten competencies. Each unit has assignments and activities connected to specific theories and concepts from the classroom. The assignments and activities use practice-setting experiences.

Monitoring by Field Education Office

The Director monitors field education by:

1. Negotiating and securing a contract with the field agency
2. Maintains consistent contact with the field instructor by
   a. Agency visits, telephone contact, written/electronic communication; these contacts are to obtain progress reports. Agency visits are scheduled in advance. The field instructor is encouraged to request on site conferences as needed. The student may request onsite conferences with the approval of field instructor and field coordinator;
   b. Collaboration regarding the student's orientation and development of learning contracts.
3. Holding individual and/or small group conferences with students at the beginning of the placement and on an as needed basis to ensure open communication and early detection of problems and concerns;
4. Consult and mediate with student and field instructor when students experience difficulties and intervention is needed. These are arranged through assessment and planning with the field instructor and student;
5. Receiving and reviewing weekly progress reports from students; these are in the form of logs, attendance records and journals;
6. Interpreting Field Instruction objectives and goals through the Orientation sessions for field Instructors and field students.

Monitoring through Evaluation and Grading

Evaluations occur at the following levels in field education;

1. Evaluation of student performance by the Field Instructor - the field instructor consistently evaluates the student's performance through regular supervision and observation and supervisor's conferences. The instructor also conducts formal evaluations at mid-semester and at the end of the semester. This accounts for four formal evaluations during the academic year. The student's progress may be reflected by:
   a. Verbal presentations and discussions regarding practice
   b. Written communication in the form of documentation, recordings, weekly logs, etc.
   c. Interaction with clients and collateral contacts
   d. Interaction with agency staff and community partners

2. Self evaluation by student

3. Student evaluation of the Field Experience - At the end of the academic year/end of field experience the student is asked to complete surveys. The survey includes the orientation provided by field coordinator and the agency; instruction/supervision by the field instructor; the learning experiences/opportunities; the integrative seminar, the curriculum and the field component. The field instructor will provide survey instruments. The student also completes an exit evaluation by the Research instructor.

4. Field Instructor Evaluation of the Field Education Component - The field instructor provides feedback via a survey of placement and monitoring process, department support, workshop, training, and general considerations. The field coordinator will provide the survey. The feedback is used to enhance the program component.

The field coordinator assigns grades. The field instructor provides input and recommendation through the evaluation process.

Monitoring and Evaluating through Learning Opportunities

It is important that the student and instructor define and balance their roles within the context of the program requirements. This search for balance begins with orientation to the agency and the student discovering where they "fit." This process is augmented by an assessment of learning needs, and identification of assignments, responsibilities, and experiences that address learning needs. This assessment and discovery process is catapulted into a Learning Plan/Contract, which establishes, guides, monitors and evaluates teaching and learning in the field experience.

The selection of assignments varies across services, programs and populations. The agency needs and the learning needs of the student will also influence selection and direction of assignments. Therefore, the order in which assignments are given cannot always be pre-determined in accordance with the manual. However, the assignments should be progressive, moving the student from least challenging too more challenging. The Field Instructor should identify learning that provides a generalist experience and guided by the field instruction competencies. Over the course of Field Instruction I and II, the student should have the opportunity to:

❖Participate in orientation; this is required at the beginning of the field placement.

❖Participate in staff meetings, team conferences, case conferences, in-service training; this includes active participation via student presentations and input.

❖Engage in direct work with individuals and families as the agency permits. The student should have five to ten assignments in direct practice with primary responsibility for two or more such cases. This may include carrying a caseload, case management responsibility, counseling, family preservation activities, etc.

❖The student should have direct responsibility for at least one group process. This may include leadership/co-leadership or facilitator/co-facilitator. Group activities may also involve observing and assessing the group process. The types and function of the group may include socialization, education, personal growth, planning, task, and committee or decision making groups.

❖Engage in documentation, recording and professional writing and/or communication using traditional methods and the use of current technology in practice.

❖Identify, use, mobilize community resources relevant to agencies' services and target population.

❖Attend professional meetings, workshops and training available to staff of the agency in roles similar to the roles being filled by the field student;

❖Consult and collaborate with agency staff, interdisciplinary collaboration and networking as dictated by the agencies' role in the community and the profession;

❖Attend board meetings, alliances, committees to observe and participate in program/policy evaluation, formulation, implementation;

❖Use research in practice through needs assessments, case studies, literature reviews and evaluation of practice effectiveness

Monitoring and Evaluating Using the Learning Contract and Evaluation Instrument

Southern University - Department of Social Work
Field Instruction
LEARNING CONTRACT AND EVALUATION INSTRUMENT

_____   _____
Intern's Name   Evaluator's Name

_____   _____
Name of Agency   Date

The learning contract located to the left of the page, first column, contains the strategies/task/assignments used to expose the intern to and help the intern achieve the identified competency and corresponding practice behavior. The second column contains descriptions of evidence/means for determining how/when the strategy/task/assignment was completed. All assignments/task are completed by the end of the term, unless a specific date is indicated. The contract may be modified at any time during the academic term.

The evaluation instrument located to the right of the page contains the rating scale to assist the intern and the evaluator in determining level of achievement for each competency and corresponding practice behaviors. A description of the rating is located on the next page.

The intern in the **first semester** of Field Instruction is **assessed at the beginning level of** the social work **internship** experience. The student in the **second semester** of field is **assessed at entry-level baccalaureate social work practice**. **Entry-level practice** means the graduating intern is competent to begin social work practice with a social/human service agency/organization. A competency/practice behavior not achieved in the first semester of field instruction is rated as NA- No opportunity to apply /evaluate competency/Not achieved in the first semester of field instruction. The competency/practice behavior must be achieved in the second semester of field instruction. The intern **must demonstrate entry-level for all competencies** by the end of the academic term. If a practice behavior does not have a corresponding strategy/task/assignment, the student, field instructor/supervisor and Director of Field Education must address the matter in the contract.

If the intern receives a rating of one or below for midterm during any semester and/or during the final evaluation for the first semester, describe the reason for the rating in the comments section and indicate how the behavior will be addressed by modifying the contract to include strategy/task/assignment to address the practice behavior.

Use the comment section to make any statements about the intern's strengths, limitations, or other related matters or concerns. The assessment must be discussed with the student; it provides feedback for their continued improvement.

 This evaluation is for the semester checked:

[ ]   First Semester of Field   [ ]   Second Semester of Field

Evaluate the student's level of competency using the following rating scale:

4	3	2	1	0	Na
Excelled in achieving the identified competency	Performance **Above Expectation**	Competency **Achieved**	Performance **Below Expectation**	**Not competent**	
Always appropriately engaged; can perform in competency area without supervision; analysis, evaluation and synthesis always evident in performance and product	Always Appropriately engaged;minimal supervision required for execution in competency evaluation and synthesis always evident in performance and product	Able to perform and execute competency with entry-level supervision; appropriately engaged most of the time; use of analysis, evaluation and synthesis requires input from Field Instructor.	Performance and execution require consistent vigilant oversight beyond the time allotted for supervision; analysis, evaluation and synthesis is often faulty.	Does not appreciate or understand the application and integration of the competency	No opportunity to apply /evaluate competency; or competency will be assessed in the second semester of Field Instruction

1.Competency: Professional Identity – The interns identifies as a professional social worker and conducts oneself accordingly				
CONTRACT		**EVALUATION**		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		1.Demonstrates professional demeanor, appearance, and communication	_____	_____
		2.Attend to professional roles and boundaries	_____	_____
		3.Advocates for client access to the services of social work	_____	_____
		4.Practice personal reflection and self correction to enhance professional growth	_____	_____
		5.Engage in career-long learning	_____	_____
		6.Use supervision and consultation	_____	_____

Comments:

2.Competency: *Social Work Ethics – The intern applies social work ethical principles and guidelines*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		7.Recognize and manage personal values in a way that allows professional values to guide practice	_____	_____
		8.Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	_____	_____
		9.Tolerates ambiguity in resolving ethical conflicts	_____	_____
		10.Apply strategies for ethical reasoning to arrive at principled decisions	_____	_____
Comments:				

3.Competency: *Critical Thinking– The intern applies critical thinking to inform and communicate professional judgment*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		11.Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	_____	_____
		12.Analyze models of assessment, prevention, intervention, and evaluation	_____	_____
		13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.	_____	_____
Comments:				

4.Competency: *Diversity – The intern engages in diversity and difference in practice*				
CONTRACT		**EVALUATION**		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		14.Recognize and communicates an understanding of the importance of difference in shaping life experiences	_____	_____
		15.Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse populations	_____	_____
		16.Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power	_____	_____
		17.View themselves as learners and engage those with whom they work as informants	_____	_____
Comments:				

5.Competency: *Social and Economic Justice – The intern advances human rights and social and economic justice*				
CONTRACT		**EVALUATION**		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		18.Understands the forms and mechanisms of oppression and discrimination	_____	_____
		19.Advocates for human rights and social and economic justice	_____	_____
		20.Engage in practices that advance social and economic justice	_____	_____
Comments:				

6.Competency: *Research and Practice – The intern engages in research-informed practice and practice informed research*				
CONTRACT		**EVALUATION**		

		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		21.Use practice experience to inform scientific inquiry	_____	_____
		22.Use research evidence to inform practice	_____	_____

Comments:

7.Competency: *Human Behavior and the Environment – The intern applies knowledge of human behavior and the social environment*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		23.Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	_____	_____
		24.Critique and apply knowledge to understand person and environment	_____	_____

Comments:

8.Competency: *Policy Practice – The intern engages in policy practice to advance social and economic well-being and to deliver effective social work services*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		25.Analyze, formulate, and advocate for policies that advance social well-being	_____	_____
		26.Collaborate with colleagues and clients for effective policy action	_____	_____

Comments:

9.Competency: *Practice Contexts – The intern responds to the context that shapes practice*

CONTRACT	EVALUATION

		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	_____	____
		28. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	_____	_____
Comments:				

10. Competency: *The intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		Engagement		
		29.Substantively and effectively, prepare for action with individuals, families, groups, organizations, families, groups, organizations, and communities	_____	____
		30.Use empathy and other interpersonal skills	_____	_____
		31.Develop mutually agreed-upon focus of work and desired outcomes	_____	_____
		Assessment		
		32.Collect, organize, and interpret client data	_____	_____
		33.Assess client strengths and limitations		
		34.Develop mutually agreed-upon intervention goals and objectives	_____	_____
		35.Select appropriate intervention strategies	_____	_____
		Intervention		

		36.Initiate actions to achieve organizational goals	_____	_____
		37.Implement prevention intervention that enhances client capabilities	_____	_____
		38.Help clients resolve problems	_____	_____
		39.Negotiate, mediate, and advocate for clients	_____	_____
		40.Facilitate transitions and endings	_____	_____
		Evaluation		
		41.Critically analyze, monitor, and evaluate interventions	_____	_____
Comments:				

Make general statements regarding:

Strengths:

Limitation, improvement required:

Readiness for employment or graduate study (respond to the item during the Final Evaluation for the second semester of field instruction):

The overall rating (check one): [ ] Superior   [ ] Above Average   [ ] Average   [ ] Below Average   [ ] Poor

Signatures:

_____   _____
Evaluator   Intern

Intern must check one: [   ] I agree with the ratings on the evaluation   [   ] I do not agree the ratings on the evaluation – A written statement and any supporting documentation must accompany the evaluation

Southern University - Department of Social Work
Field Instruction
LEARNING CONTRACT AND SELF-EVALUATION INSTRUMENT

____ _____   _____

Intern's Name   Name of Agency   Date

Use the rating scale below. As you are determining your rating, consider what evidence supports and documents your conclusion/decision. You should refer to and reflect on the following: (a) Learning contract (b) weekly supervision (c) daily activities/logs; and (d) integrating classroom experience and practice experience.
This is not a test. Your ratings do not advance nor penalize you. The ratings will be used to help you, the faculty and the agency think about what makes the difference between a high rating and a low rating, i.e. what was done to ensure you achieved/acquired a particular competence and what needs to be done to ensure a competence with a low rating is achieved/acquired.
In the comment section, discuss what you did well and what you are/were confused about. For low rating, suggest steps to take to achieve/acquire the competency/behavior. Discuss how classroom experience prepared or did not prepare you for the field experience.
 This evaluation is for the semester checked:[   ]   First Semester of Field
[   ]   Second Semester of Field

Example – You are completing the statement by selecting a descriptor from the parenthesis, I _____ (always, most times, sometime, never or have not had the opportunity) to display/engage this professional behavior within the agency and/or as an agency representative

Evaluate the student's level of competency using the following rating scale:

4	3	2	1	0	Na
Excelled in achieving the identified competency	Performance **Above Expectation**	Competency **Achieved**	Performance **Below Expectation**	**Not competent**	
I am always appropriately engaged; I do not need in competency area; analysis, evaluation and synthesis always evident in my performance and product	I am always appropriately engaged with minimal supervision required for execution in competency area; analysis, valuation and synthesis are evident in performance and product most of the time	I am able to perform and execute this competency with entry-level supervision; I am appropriately engaged most of the time; I use analysis, evaluation and synthesis with minimal input from Field Instructor.	My performance And execution require more than the regular time required for supervision; my analysis, evaluation and synthesis is not always on target.	I do not know how to apply this competence or behavior in social work practice.	I did not have the opportunity to apply /evaluate competency

The remaining self-evaluation uses the items as listed on the Learning Contract and Evaluation on page 54.

Monitoring and Evaluating Using the Weekly Log and Weekly Competency Survey

Weekly Log

Week of _____   Total Hours for the Week_____   Cumulative Hours_____

Student's Signature_____ Date _____   Field Instructor's Signature _____ Date _____

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					
4:00					
5:00					

1. List the activities you are/were involved in each day in the field setting. A brief statement is sufficient; for example: observed intake; do not write, I observed my supervisor conducting an intake. Make comments to show you are connecting the field experience with the classroom experience. These are also brief. It

should only give a "hint" to the instructor that you are aware of the connection between practice and classroom; for example, activity: Observe intake - Comment: Interviewing skills-Practice class.

2. Write one personal and one professional sentence/statement that captures the essence of your experience for the day or week. This may be a "reflective thought for the day/week" or "a lesson to remember" or "words of wisdom". You may write this statement below or on the back of this page. If you write it down now, you want loose the essence of the experience by the time you write in your journal.

Weekly Competency Survey

Week of _____

Your Name_____

Explanation of Chart: The chart below lists the 10 competencies you must demonstrate (at a beginning/professional entry- level) by the end of Field Instruction. The competency is listed next to the roman numerals in the blue shaded bold print (example: **I. Professional Identity**). Knowledge/skills describe what you should know and be able to do in order to achieve/appreciate/understand the competency. You were (should have been) exposed to the knowledge and skills in the classroom prior to entering field instruction. The non-shaded areas are practice behaviors/actions you must engage in to promote continuous competency development/enhancement. Define competency and behavior to help you conceptualize this process.

Directions: You must fill in the non-shaded area by checking the behavior/action you engaged in during the week, and then describe the activity / responsibility / assignment / expectation that required you to perform the particular behavior. Identify the course and classroom activity that exposed you to the behavior.

Explain how you integrated and/or used or referenced or recognized during observation the use of the following: (a) Integrating the liberal arts and person and environment construct; (b) Using prevention and intervention to promote human and social well-being with individuals, families, groups, organizations and communities ; (c)Recognizing, supporting and building on strengths and resiliency; and (d)Being proactive in responding to the impact of practice context.   It would be helpful if you recall your knowledge of the problem solving model; micro, mezzo/midlevel, macro practice; systems theory-person and environment constructs; social work roles; and intervention/prevention strategies.

	√	Matching field activities with practice behaviors
I. **Professional Identity** – Identifies as a professional social worker and conducts oneself accordingly. *Knowledge/skills: You know the professions history, mission and core values. As a representative of SW, you commit to enhancing the profession and your own professional conduct and growth. Therefore you,*		
1.Demonstrates professional demeanor, appearance, and communication		

2.Attend to professional roles and boundaries		Example: √ Attend to professional roles and boundaries; Description – I did not engage in the behavior but observed my supervisor conducting an intake. She used the roles of broker and enabler with the client system. These roles were used in the following context: The client system needed housing but was feeling hopeless about her situation. She is unemployed and receives TANIF benefits. According to what I learned in HBSE, the client was experiencing _____. In addition, in policy, we learned that _____ and this influences the client's situation. The client has been successful in other areas of her life, for example completing high school and demonstrating good parenting skills, therefore the worker was able to use those strengths to enable the client to recognize that she can overcome this situation. She also established rapport and was able to set appropriate boundaries. The worker established rapport with the client by using small talk, for example _____. She also recapped the client's previous visit, which let the client know the worker was genuinely concerned about her well-being. The worker was demonstrating respect and dignity and promoting the clients self-worth. While the worker was friendly, she did not step outside of her role as the case manager vs. being the client's "buddy". I was exposed to professional roles and boundaries in the practice courses. We used role-plays to demonstrate an understanding and use of the roles and setting boundaries. This was an experience with a micro client system and the worker and client were in the _____ phase of the problem-solving model. As far as prevention and intervention goes, the worker definitely wants to prevent homelessness by assisting the client is locating housing. I will be assigned an intake about the second week of July.
3.Advocates for client access to the services of social work		
4.Practice personal reflection and self correction to enhance professional growth		
5.Engage in career-long learning		
6.Use supervision and consultation		

II. **Social Work Ethics** – *Applies* social work ethical principles and guidelines. *Knowledge/skills: You are knowledgeable about the value base of the profession, its ethical standards, and relevant law. You are obligated to conduct yourself ethically and engage in ethical decision making. Therefore you,*		
7.Recognize and manage personal values in a way that allows professional values to guide practice		
8.Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics		
9.Tolerates ambiguity in resolving ethical conflicts		
10.Apply strategies for ethical reasoning to arrive at principled decisions		
III. ***Critical Thinking*** – *Applies critical thinking to inform and communicate professional judgment* *Knowledge/skills: You are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Your critical thinking skill is augmented by creativity and curiosity. You are able to synthesize and communicate relevant information. Therefore you,*		
11.Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom		
12.Analyze models of assessment, prevention, intervention, and evaluation		
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.		
IV. ***Diversity*** – *Engages in diversity and difference in practice* *Knowledge/skills: You understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. You understand how the dimensions of diversity include intersecting factors such as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. You appreciate that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, poser, and acclaim. Therefore you,*		
14.Recognize and communicates an understanding of the importance of difference in shaping life experiences		
15.Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse populations		

16.Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power		
17.View themselves as learners and engage those with whom they work as informants		
V. *Social and Economic Justice* – *Advances human rights and social and economic justice* *Knowledge/skills:* *You understand that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy and adequate standard of living, health care, and education. You recognize the global interconnection of oppression and are knowledgeable about theories of justice and strategies to promote human rights and civil rights. You know that social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitable and without prejudice. There you*		
18.Understands the forms and mechanisms of oppression and discrimination		
19.Advocates for human rights and social and economic justice		
20.Engage in practices that advance social and economic justice		
VI. *Research and Practice* – *Engages in research-informed practice and practice informed research* *Knowledge/skills:* *You know how to use practice experience to inform research, employ evidence-based interventions, evaluate your own practice and use research findings to improve practice, policy, and social service delivery. You can comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Therefore you*		
21.Use practice experience to inform scientific inquiry		
22.Use research evidence to inform practice		
VII. *Human Behavior and the Environment* – *Applies knowledge of human behavior and the social environment* *Knowledge/skills:* *You are knowledgeable about human behavior across the life course, the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. You are able to apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological and spiritual development. Therefore you*		

23.Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation		
24.Critique and apply knowledge to understand person and environment		
VIII. **Policy Practice** – *Engages in policy practice to advance social and economic well-being and to deliver effective social work services* *Knowledge/skills: You understand that policy affects service delivery, and you can actively engage in policy practice. You know the history and current structure of social policies and services; the role of policy and service delivery; and the role of practice in policy development. Therefore you*		
25.Analyze, formulate, and advocate for policies that advance social well-being		
26.Collaborate with colleagues and clients for effective policy action		
IX. **Practice Contexts** – *Responds to the context that shapes practice* *Knowledge/skills: You are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. You recognize that the context of practice is dynamic and use knowledge and skill to respond proactively. Therefore you*		
27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.		
28. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		
X. **Engages, assesses, intervenes and evaluates** *with individuals, families, groups, organizations, and communities.* *Knowledge/skills: You understand how professional sw practice involves the dynamic and interactive process of engagement, assessment, intervention, and evaluation at multiple levels. You have the knowledge and skills to practice with individuals, families, groups, organizations and communities. Your practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals, using research technological advances, evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.*		

29.Substantively and effectively, prepare for action with individuals, families, groups, organizations, families, groups, organizations, and communities		
30.Use empathy and other interpersonal skills		
31.Develop mutually agreed-upon focus of work and desired outcomes		
32.Collect, organize, and interpret client data		
33.Assess client strengths and limitations		
34.Develop mutually agreed-upon intervention goals and objectives		
35.Select appropriate intervention strategies		
36.Initiate actions to achieve organizational goals		
37.Implement prevention intervention that enhances client capabilities		
38.Help clients resolve problems		
39.Negotiate, mediate, and advocate for clients		
40.Facilitate transitions and endings		
41.Critically analyze, monitor, and evaluate interventions		

Monitoring and Evaluating Field Using Journaling and the Field Education Journal/Portfolio

Weekly journaling is used to help the field student place in perspective the professional practice experience, the BSW competencies and demonstrate their ability to identify the connection between the classroom to the field experience. The journal entries should be in narrative format using the guidelines below to guide the process.

Guidelines for Journal Entry

Week of _____

Date _____

The generalist framework below guides your entries. Respond to each category. The use of critical thinking should be evident throughout your writing.

A. Engagement
- Integrating the liberal arts and person and environment construct
- Using prevention and intervention to promote human and social well-being with individuals, families, groups, organizations and communities
- Recognizing, supporting and building on strengths and resiliency
- Being proactive in responding to the impact of practice context

1. Identify the problem, issue, assignment or responsibility you are/were engaged in during the field experience today/this week (you may be engaged directly or indirectly-observation)

2. Identify the expected outcome, resolution or goal related to the problem, issue, assignment or responsibility.

3. Based on your understanding of the agency, what preliminary thoughts, ideas and/or assumptions did you make about the agency's ability/capacity to help/empower the client system? Is it necessary to take steps to make the clients' contact with the practice setting a rewarding experience? If so, describe. If not, why not?

4. Describe how the problem/issue was resolved, addressed, responded to or handled. Explain how the bulleted items above were used or to respond to the problem and outcome; for example, what liberal arts knowledge, theory, values and skills did you use, the person you observed use or you would use if you were directly responsible for the client system; what intervention strategy or prevention techniques was used or could be used to promote human and social well-being with the client systems; what strengths or resilient characteristic(s) does/did the client system have. It would be helpful if you recall your knowledge of the problem solving model; micro, mezzo/ midlevel, macro practice; systems theory-person and environment constructs; social work roles; and intervention/prevention strategies. See "G" below.

B. Ethics

- Applying ethical principles

1. Identify and discuss the ethical principles you or the person you observed (or what you would apply if you were directly responsible for the case) applied to /integrated into your experience today/this week.

2. Discuss any ethical dilemmas and/or ethical concerns.   How were the dilemmas or concerns resolved?

C. Diversity
- Incorporating diversity in practice

1. List the different ways, situations or circumstances that make the client system different/unique (the client system may include the target system and all systems involved in the problem solving process).
2. Explain how these differences affect intervention in this situation.
3. Did you learn something because from "diversity/difference/uniqueness" that you did not know before you contact with these systems?

D. Advocacy
- Advocating for human rights and social and economic justice

1. Did you recognize any instance where the client system (or any system in the process) may have experienced injustice, oppression and/or discrimination? Or, client system similarly situation were treated different, for example, given preference or an advantage that the others were not privileged to? If so, describe the situation.

2. What did you do or what could be done to protect and advance human rights and social and economic justice? That is, discuss an advocacy intervention/plan.

3. Does the agency policy related to this situation promote or restrict/limit social and economic justice? Explain.

E. Research
- Engaging in research-informed practice
1. List and summarize readings/works you reviewed related to your practice setting.

2. List and summarize in-service training, workshops, or similar activities that provided information about practice in agency setting.

F. Supervision
- Identifying with the social work profession

1. Which of your experiences during the day/week leads you to believe you are developing into a professional social worker?
2. Are there any experiences that support your conviction that this is the profession for you? Explain.
3. Are there any experiences that cause you to question whether you have selected the "right" profession? Explain.
5. Describe your supervisory session or in-put from you supervisor this week.

The Field Education Journal/Portfolio

USE A THREE-RING BINDER/NOTEBOOK
Portfolio
I. Cover Page/Creatively designed
      School
      Department
      City, State
      by
      Your name and credentials
      Name, address, telephone, fax, e-mail, web site of Field Agency
      Field Instructor's Name and Credentials / Agency Supervisor's name and credentials
      Academic Year
II. Submission Letter - one page in length; addressed to the seminar instructor; inform the recipient of the portfolio/journal that it contains selected material. Make request for review; make other general statements you deem appropriate.
III. Title Page - Same as cover including name, address, phone, web address, e-mail, fax of agency; field instructors name and credentials
IV. Table of Contents
V. Introduction - Summarize purpose of journal/portfolio; how the product is organized; structure and format; the focus and rationale for the journal/portfolio; (ex: to complete course requirements...); your personal and professional reasons for completing (used for career planning); describe the content and sequence material is presented; may include acknowledgments.
VI. Resume
VII. Personal Statement/Philosophical Perspectives - Discuss personal history, professional development, qualities and philosophical approach and perspectives about the social work as a profession and service delivery. The philosophical component may include your view about your role as a social work professional; your philosophy about people, behavior and change; your practice approach, values, models; your expectations about the future of society and how you fit in the ever-changing world.
VIII. Learning Products and Reflective Assessment

❖Learning Products - These are documentary evidence of your learning. Select papers, projects, assessments, social history or other written products. This may come from each major social work class and field experience.

❖Reflective Assessment: Part I - For each product that you include, write a one page reflective assessment of its quality (a rubric may be used to assess quality). Discuss the strengths and weaknesses and how the product could be improved. You may refer to portfolios develop in Social Work as a Profession, Introduction to Practice and Generalist Practice Lab.

❖Reflective Assessment: Part II – Write a weekly summary of your field experience. This summary is referred to as "Journal Entry". See the guidelines for the entry at Appendix "C". The summary identifies your involvement with individuals, families, groups, community, institutions. Discuss and describe your involvement, contact, observations and reactions, both personal and professional to the field experience. Assess and analyze the experience as it relates to your academic preparation including theory/knowledge, values and ethics, skills, techniques, and methods. Describe and discuss experiences that especially related to diversity, populations at risk, oppression, poverty, discrimination and social justice. Each weekly log should follow your weekly entry.

❖Reflective Assessment: Part III - Assess social work practice in the following context: a) the social agency dynamics; b) the geographic and demographic community; c) small groups as social systems; d) policy practice; e) professional development. Guidelines will be provided for these activities.

IX. Professional Development
a. Summarize all professional meetings attended; include a copy of the attendance certificate; write an annotated bibliography for books, journals or other articles related to field the agency in particular and social work in general.
        b. Identify the following:
1. Professional social work organizations and related organizations appropriate for the field of practice related to your agency.
2. Professional membership of your field instructor and agency
3. Your membership in a professional organization. Include a copy of your membership card.
4. What is the impact of the organization in the practice of social work and service delivery by your agency?
X. Summary of Field Activities, Assignments, Responsibilities - Provide a descriptive summary of your "work load" for each semester. Include discussion describing relevant knowledge and skill areas related to placement and your strengths and areas requiring enhancement. A copy of the client system summary should follow this section.
XI. Summary - provides the opportunity to reflect upon the entire product and your academic career. Discuss the outcome of preparing this product. How might this product enhance your professional development and future goals?
XII. Appendix
Resource information from the classroom
        Any list requested below may be cut and paste from your source. Indicate the source for each listing.
        ●List the core values of social work
        ●List the NASW ethical principles associated with the core values
        ●List the NASW ethical standards
        ●List the NASW standards of practice in Case management, cultural competence, technology and the standards that are related to your field place, intervention and/or population
        ●List and describe the human rights as defined/listed by the United Nations Universal Declaration of Human Rights (1948)
        ●List and describe the theories of development by Freud, Erikson, Piaget and Kohlberg introduced in HBSE and other courses. List and describe five additional theories introduced in Human Behavior and the Social Environment or related courses.
        ●List and describe 10 social work roles.

●Describe the problem-solving model introduced in Generalist Practice.
●List the steps in the problem solving model
●List and describe communication skills introduced in Generalist Practice, SW Profession, and Introduction to Practice
●List and describe at least prevention strategies/approaches introduced in Generalist Practice
●List and describe at least two intervention strategies for each of the client systems: individual, family, group, community, large institution. These should be strategies introduced in Generalist Practice.
●What is social and economic justice? List/cite the source. Give an example of social and economic justice
●Describe the philosophical perspectives of social welfare/policy
●Define the following terms/phrases
Prevention
Intervention
 Human and social well-being
Strengths based practice
Resiliency
Proactive
Practice context
Ethical dilemmas

Assignments
Evaluations (Mid-semester progress report, final evaluations, evaluation of field component)
Self-assessment
Assessment of Portfolio
Learning Plan/Contract
Certificates
Course syllabi
Letters of Reference
Application for SW registration
Application for Employment
Application for Graduate School
Other

Monitoring and Evaluation Field through the Integrative Seminar

The integrated seminar (Field Instruction Seminar I and II, SOCW 491, 493) supports the process of connecting theory and concepts from the classroom with the practice setting and fosters the implementation of evidence-guided practice. Seminar is taken concurrently with Field Instruction 490 and 492. The seminar has ten units/topics that correspond to the ten competencies. Each unit has assignments and activities connected to specific theories and concepts from the classroom. The assignments and activities use practice-setting experiences.

Unit I – Professional Identity: Becoming a Professional Social Worker (EP 2.1.1)
The social work intern:
Knows the expectations of the Department of Social Work and the Field Agency by completing the following:

1. Reviewing the Field Instruction Manual and the agency policy and procedure manual;
2. Reviewing the agency's public notices regarding client's rights, agency mission and commitment to client systems and community;
3. Documenting participation in the Field Instruction and agency orientation activity in weekly log and field journal/portfolio;
4. Placing selected documents in the field journal/portfolio to include but not limited to:
   ❖ Excerpts from the Field Manual
   ❖ The agency's vision, mission, client's rights, agency statement of commitment

Responds appropriately to course and agency protocol and communicates understanding of roles and expectations by:
1. Reviewing the field evaluation instrument;
2. Listing/Identifying and describing agency services, departments, and key personnel/department administrator (agency organization/flow chart)
3. Developing a Learning contract and carrying out the assigned tasks. The contract includes the following:
   ❖ The elements of the evaluation instrument;
   ❖ Learning task, strategies, roles, responsibilities
   ❖ Means of evaluation/evidence of completion and or accomplishment
   ❖ Time-line for completion
4. Scheduling and actively participating in weekly supervision with instructor, completing supervision form, filing form in the journal/portfolio
5. Documenting activities in weekly log and recordings in journal/portfolio.
   ❖ Including reflective learning statement/observations in weekly log (personal statement and "words of wisdom, "thought to remember" statement.
 6. Participating in weekly seminar activities (discussions, role-plays, assignments);

Demonstrates commitment to career planning and career-long learning by:
1. Developing reading bibliography related to agency, population and interventions and documenting in journal/portfolio
2. Attend Fall and Spring Career week activities and document in journal/portfolio
3. Attend a minimum of four professional meetings, seminars, workshops or conferences; document in journal/portfolio
4. Attend all in-class and university wide graduate school recruitment activities and document in journal/portfolio
5. Update resume and document in journal/portfolio
6. Complete employment application (federal, state, city, private or non-profit agency) and place copy in journal/portfolio
7. Explore graduate schools, select three schools and submit application to your first choice; place copy in journal/portfolio
8. Participate in the Professional Entry exam workshop

Unit II – Ethical Practice: Applying ethical principles and guidelines (EP 2.1.2)

The social work intern:

Practice according to and is consistently aware of the National Association of Social Workers Code of Ethics and the law/regulations/guidelines prescribed in the field of practice as evidenced by

1. Including of the NASW Code of Ethics and selected laws/regulations/guidelines in the Journal/portfolio;
2. Observation/identification of standards, principles, and/or regulations in seminar discussion, weekly log and Journal/portfolio;
3. Join the National Association of Social Workers

Engage in ethical decision-making that is non-judgmental, free from personal values and biases and guided by the critical thinking process as evidenced by

1. Recognition and resolution of ethical dilemmas in the field experience through individual/group supervision;
2. Facilitating seminar discussion on a selected ethical issue;
3. Documenting ethical issues in Journal/portfolio;

Unit III – Critical Thinking: The impact of critical thinking on professional judgment (EP 2.1.3)
The social work intern:

Identifies the knowledge base most common to the field of practice including the micro, mezzo and macro dimensions of strength-based practice as evidenced/documented by

1. Critical analysis assignment demonstrating the integration of the generalist model and best practices in the field setting.

Identify and use the assessment, prevention, intervention and evaluation tools and documentation techniques common to the practice setting by

1. Including copies/samples of all tool/forms in the Journal/portfolio;
2. Presenting via power point on intervention research from SOCW 410 (unless previously presented);
3. Preparing and presenting power point presentation on prevention techniques appropriate to the
Agency/population/target problem.   The presentation should include at least two researched-based approaches to prevention programs/activities.
4. Organizing and executing a case planning mock staffing to include interdisciplinary roles and preparing a case management plan from the staffing.

Unit IV – Diversity: Focusing on Cultural Competent Practice (EP 2.1.4)
The social work intern:

Recognize and communicates their understanding of the importance of difference in shaping life experiences and the impact of a culture's structure on these experiences by

1. Including in journal/portfolio the NASW Standards of Cultural Competence in social work practice and practicing according to the standards.
2. Conducting a culture analysis of the Agency (organization), the external environment and the

impact on service delivery

3. Selecting a population-at-risk and identify elements in the selected population's culture and the dominate culture that have opposed, marginalized and/or alienated the population. Identify interventions and/or strategies that will be useful in empowerment practice with this population.

Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse populations by

1. Identify an agency colleague/employee who may be different from you and engage in an interview that explores her/his professional background and their perception and commitment to the clients served by the agency, and their perception of the role of strengths and empowerment in social work practice. Write a summary of the interview and discuss how their views, values, and philosophy differ from yours. What can you take from the individual to enhance your growth and development?

2. Prepare a process recording that focus of diversity issues and your ability to use skills in cultural competency.

Unit V -Social and Economic Justice (EP 2.1.5)

The social work intern

Understands the forms and mechanisms of oppression and discrimination by

1. Attending/reviewing lecture on forms of oppression and include a summary in the journal/portfolio

2. Listing and describing the forms of discrimination in your journal/portfolio

3. Conducting the Agency (organization) and External environment analysis in IV-b above to include oppression and discrimination issues

Engage in practices that advance social and economic justice by

1. Including in the journal/portfolio the United Nations declaration of human rights.

2. Selecting a list of basic human rights and comparing the rights to the core values of social work.

3. Reviewing the agency's public notices regarding client's rights, agency mission and commitment to client systems and community and including agency list of rights in the journal/portfolio.

4. Identify the agency's policy related to prohibiting, reporting and exposing discrimination

5. Developing and placing in journal/portfolio a listing of agencies and services that promote social and economic well-being in the agency among the client population served by your agency.

6. Identifying a client system, issue or agency tool that appears oppressed/oppressive and describe what action is needed to eliminate the problem and empower the client.

Unit VI – Research and Informative Social Work (EP 2.1.6)

The Social Work intern

Use research evidence to inform practice by
1. Select one of the subjects below and write a three page (minimum) summary/composition. related to the subject from research/journals articles.
- ❖ Intervention strategy used most frequently by agency social workers.
- ❖ Most common problems, need, diagnosis/disorder addressed by your agency.
- ❖ The major population served by your agency.
- ❖ The level of practice commonly engaged in at your agency.
- ❖ Agency use of strength-based or empowerment approaches to service delivery

2. Identify the "best practices" in your field setting and list the research in an annotated bibliography that supports the best practice. You should use five sources from social work literature.

Use practice experience to inform scientific inquiry
1. Select from the following assignments and engage in scientific inquiry to a construct a reasonable explanation related to the agency practice/issue, make connections to broader issues or concerns, review and interpret data related to the issue/concern and propose solutions to change the situation:
- ❖ Agency (organizational) Agency (IV-b)
- ❖ Population-at-risk (IV-c)
- ❖ Prevention Presentation (III-c)

2. Evaluating own practice by implementing plan from SOCW 410 and writing an evaluation research report.

Unit VII – Integrating Human Behavior and the Environment (EP 2.1.7)

The social work intern

Analyze and apply knowledge to understand the person and the environment by
1. Including a list of theories and descriptions in the journal/portfolio. The list may include but is not limited to Strengths perspective, systems theory, Conflict theory, Rational Choice theory, Social Constructionist theory, Psychodynamic Theory, Developmental theory, Social Behavioral theory, Humanistic theory
2. Identifying forms, formats, assessment tools, intervention strategies/techniques and styles of recording/documentation used by your agency (see III-a, above); evaluate these and indicate how aspects of human behavior have been integrated or embedded in the design/content and indicate whether forms (etc) promotes strength-based practice.

Use conceptual frameworks to guide the process of assessment, intervention and evaluation
1. Write a bio-psycho-social history, assessment, case plan and evaluation and integrate the life-cycle construct as well as appropriate theories from Human Behavior and the environment. You may use the agency for or a format from class. This assignment may be completed using the same client system for III-c and/or IV-b above.

VIII – Policy Practice and effective service delivery (EP 2.1.8)
The social work intern
Analyze, formulate and advocate for policies that advance social well-being and promote effective policy action by
1. Reviewing the agency policy and procedure manual
2. Including selected laws/regulations/guidelines in the Journal/portfolio
3. Selecting and analyzing an agency policy using the policy analysis format from the policy courses sequence or identity a situation at your agency that may be negatively impacted by a social policy (agency, state, local or federal government). Discuss the impact of the policy and action required to address the issues.   The analysis will include agency constituency and stakeholders.
4. Identify and discuss at least five referral sources/other community services commonly used by your agency.
5. Identifying and discussing advocacy groups that support client systems served by your field agency.
6. Identifying and discussing proposed and/or current legislation that influences the agency services and client population. Also, discuss the position professional social work organizations (state or national) have taken on the legislation.

IX-The Context of the Internship (EP 2.1.9)
The social work intern
Understands the context of practice and continuously discover, appraise and attend to changing locals, and populations by
1. Completing an a geographic/community study using the schema provided by the instructor
Knows the scientific and technological developments and emerging societal trends related to service delivery in the agency setting by
1. Identifying and using technology in service delivery. Attending technology related workshops/trainings related to service delivery. Interview the technology staff person regarding the type of technology used by the agency. Include in the journal/portfolio a description of the technology and discuss in changes in the immediate future and documentation of trainings attending
2. Exploring the emerging trends in service delivery by interviewing an administrator or completing a brief research report on the trends.

Understands the role of leadership in promoting sustainable change in service delivery and practice to improve the quality of social services by
1. Recognizing the component of the agency responsible for policy, planning and evaluation; and becoming familiar with how change occurs in the agency.
2. Identifying leadership qualities and complete a leadership skills self-assessment

X-The Practice Process: from engagement to termination (EP 2.1.10)

The social work intern

Engages in the a strengths based planned change effort that focus on engagement, assessment, intervention and evaluation at all levels of practice by

1. Completing and presenting an agency related case study and presenting the study in field seminar and document in the journal/portfolio

2. Presenting to the instructor a plan for transition and ending with field agency and client systems

3. Completing and presenting research report related to evaluating of practice.

The Student Evaluates the Field Process
Southern University - Baton Rouge - Department of Social Work - Phone: 225.771-5450/Fax: 771-4234
STUDENT EVALUATION OF FIELD EXPERIENCE

Student's Name _____ Semester and Academic Year

Agency: _____ Field Instructor:

Please help improve the quality of field education by completing this survey. The information will be used by the Field Instruction Coordinator. Please circle or underline your rating. The rating indicates that the learning opportunities/experiences at the agency were excellent-"A", good-"B", average-"C", below average "D", or poor- "F". Each section follows the same pattern. Your response is confidential.

Evaluation of Field Agency	
A. The agency provided learning experiences that gave me the opportunity to:	Excellent Unsatisfactory A B C D F
1. Use critical thinking skills 2. Engage in strength-based social work practice.	A B C D F A B C D F

3. Have contact and/or develop a professional relationship with
   a. Individuals
   b. Families
   c. Groups
   d. Communities
	
	A B C D F
	A B C D F
	A B C D F
	A B C D F

4. Use the problem-solving process.	A B C D F
5. Engage in social work practice with diverse populations a. including, African American	A B C D F A B C D F
6. Apply the theoretical perspectives of human behavior to problem- solving/the change effort.	A B C D F
7. Engage in activities that help client systems develop empowerment.	A B C D F
8. Integrate and apply social welfare policy, engage in policy analysis, policy formulation, or advocacy a. including acting to prevent and eliminate poverty, racism, oppression, discrimination	 A B C D F A B C D F

9. Engage in research related to
   a. Evaluating my own practice
   b. Using empirical research in practice
   c. Developing research to advance social work
	
	A B C D F
	A B C D F
	A B C D F

B. The agency's provision of work space and support services	A B C D F

C. The agencies, administration, staff (primarily professional social workers) supported my professional development by:					
1. Model professional behavior	A	B	C	D	F
2. Supporting your field instructor in her/his roles of teacher and supervisor	A	B	C	D	F
3. Involving you in their professional activities/responsibilities: ex: allowing me to accompany them to meetings, home visits, investigations, staffing, etc.	A	B	C	D	F

D. The agency provided learning experiences that gave me the opportunity to:	A	B	C	D	F
1. Explore and apply social work values	A	B	C	D	F
2. Enhance					
a. Self-awareness	A	B	C	D	F
b. Self- confidence	A	B	C	D	F
c. Knowledge of community resources	A	B	C	D	F
d. Writing skills, recording and documentation	A	B	C	D	F
e. Oral communication skills	A	B	C	D	F
3. Develop new skills and knowledge	A	B	C	D	F
4. Explore my satisfaction with Social Work as a career choice	A	B	C	D	F

Evaluation of Field Instructor

How would you rate your field instructor on the following?					
1. Orientation to the agency	A	B	C	D	F
2. Clearly communicating the field instructor's role	A	B	C	D	F
3. Clearly communicating your (field student/intern) role and performance expectations.	A	B	C	D	F
4. Assistance in developing the learning contract	A	B	C	D	F
5. Identify assignments consistent with the learning contract and the purpose of field instruction.	A	B	C	D	F
6. Provide appropriate and challenging assignments	A	B	C	D	F
7. Helping to integrate theory with practice	A	B	C	D	F
8. Accessibility	A	B	C	D	F
9. Sufficient time dedicated to the role of field instructor	A	B	C	D	F
10. Assisting you in professional growth and development by					
a. Modeling professional behavior	A	B	C	D	F
b. Helping to explore values	A	B	C	D	F
c. Directing you toward ethical practice	A	B	C	D	F
d. Identifying and permitting you to attend professional meetings, staffing, board meetings, community meetings, training, workshops, conferences, etc.	A	B	C	D	F
11. Involving you in the evaluation process	A	B	C	D	F
12. Overall quality of field instructors in the role of a teacher	A	B	C	D	F
13. Overall quality of supervision	A	B	C	D	F

How often was your supervision?   How was supervision structured?

☐one hour per week   ☐ individual meetings

☐two hours per week   ☐ group meetings with other interns

☐less than one hour per week   ☐ combination individual and group

☐other, please describe: _____   ☐ other, please describe: _____

_____   _____

Evaluation of Field Coordination					
How would you rate the Field Coordinator in the following?	Excellent		Unsatisfactory		
	A	B	C	D	F
1. Directing the field application process	A	B	C	D	F
2. Efforts to match the student with field placement interest and assigning students to field placement	A	B	C	D	F
3. Field instruction orientation	A	B	C	D	F
4. Keeping students informed of activities and important dates	A	B	C	D	F
5. Managing problem situations in a timely and efficient manner	A	B	C	D	F
6. Facilitating the field evaluation process	A	B	C	D	F
7. Availability and accessibility to the student	A	B	C	D	F
8. Communicate clear expectations of the field student	A	B	C	D	F
9. Communicate clear expectation of field agency and instructor	A	B	C	D	F
10. A source of support for the student	A	B	C	D	F
How would you rate the Field Coordinator in the role of Seminar Instructor in the following areas?					
1. Using seminar setting to review, discuss, and support field experience	A	B	C	D	F
2. Encourage use of critical thinking skills	A	B	C	D	F
3. Promoting the integration of social work knowledge, values and skills	A	B	C	D	F
4. Assisting in the development of the learning contract	A	B	C	D	F
5. Ensuring that the contract is consistent with evaluation outcomes	A	B	C	D	F
6. Integrating research through practice evaluation	A	B	C	D	F
7. Providing constructive feedback	A	B	C	D	F
8. Promoting professional growth and development	A	B	C	D	F
What is your overall rating of field education at Southern University-BR?	A	B	C	D	F

What would you recommend for improvement?

A. Learning opportunities and support at the agency:

B. Supervision and teaching by the Field Instructor:

C. Implementation and coordination of field education in general:

For any additional comments attach pages

Section V - The Field Instructor

Criteria for Selecting Field Instructors

Field instructors are vital to the success of the teaching and learning experience in field education. The following criteria are used in the selection of field instructors. The person being considered must:

1. Hold a baccalaureate or master's degree from a Council on Social Work Education accredited program and has at least two years of post degree practice experience.
2. Hold appropriate credentials through the state Board of Social Work examiners (RSW, GSW, and LCSW) and be in good standing.
3. Expressed interest in assuming a teaching role and a willingness to develop teaching skills through participation in workshops, seminars, etc.
4. Have experience in supervision, in-service/staff or training; teaching experience is a plus.
5. Be recommended by the agency administrator attesting to their professional competence and ability to engage in the teaching role.
6. Express willingness to allocate adequate time for field instruction responsibilities.
7. Concur with the learning goals of the Department.
8. Be willing to engage in a mutual exchange of ideas that enhance social work education, social work service delivery, and professional accountability.
9. Agree to carry out the responsibilities listed under "Responsibilities of the Field Instructors"

The Non-Agency Field Instructor

There are social/human service agencies that meet the criteria for a field placement with the exception of having a person that meet the criteria for the field instructor. Such agencies are the exception to the rule. In this situation, the Department assumes responsibility for reinforcing the social work perspective by doing one of the following:

1. Assisting the agency in contracting with a social work professional that meets the requirements and is capable of fulfilling the full responsibilities of the field instructor.
2. A faculty member who has the interest and the time to perform field instructor responsibilities will fulfill the role; or
3. The Field Coordinator will fulfill the role as a last resort.
4. The faculty member or Field Coordinator works closely with the agency to identify the individual who assumes responsibility for the student and acts as a liaison with the department.
5. This agency liaison assists in identifying learning experiences; participates in developing the learning contract with the field instructor and the student; participates in weekly

supervision; participates in monitoring and evaluation of the student; and attend meetings, workshops, and other activities related to field instruction.

Responsibilities of the Field Instructor

The field instructor is expected to:

1. Become familiar with the Social Work curriculum, especially field instruction objectives and procedures;
2. Prepare the agency's staff for the students' arrival by engaging their support and helping them to appreciate the importance of the educational venture in which the agency will be involved;
3. Provide an orientation for the student. This should include relevant personnel, policies and procedure, dress code, office hours, breaks, the schedule of meetings; record keeping, agency purposes, function, client/population served; relationship to the community; geographic/demographics; clarify roles/expectations, confidentiality, safety, etc.;
4. Serve as a professional role model.
5. Assist the student the preparation of learning contracts;
6. Select, plan and supervise assignments and activities that provide students with maximal learning opportunities for achieving goals and objectives.
7. Provide weekly, supervisory conferences for the purposes of enhancing the students leaning and skill development. Conferences should involve:
   a. teaching the student what supervision is and how to use it effectively
   b. providing feedback on assigned task and responsibilities. Help the student to anticipate next step; ensuring that the generalist perspective in maintained.
   c. Assign reading and other learning activities appropriate to students' responsibilities and learning needs;
8. Providing feedback regarding student performance and helping students to evaluate their own practice effectiveness
9. Provide necessary training and monitoring of students' compliance with safety policies and procedures.
10. Ensure that the student **is not** consistently engaging in non-social work related tasks (e.g., clerical).
11. Maintain records and documentation of relevant activities, to include supervision, progress/assessment, evaluations, etc.
12. Evaluate with the student and field coordinator/liaison the progress of the student throughout the semester;
13. Validate students' weekly reports and time sheets;
14. Notify the Coordinator/Liaison immediately of problem areas that prohibit students from realizing field instruction goals and objectives (e.g., absences, lack of interest, failure to perform on an average or above average level, field instructors, change in

employment status/role at the agency and any other changes in status, roles, responsibilities or expectations of the agency).

15.   Assist the Coordinator/Liaison and student in resolving field related problems.

16.   Attend all field instruction meetings, continuing education activities, or other appropriate activities held by the Department of Social Work.

17.   Assist the Department in the mutual effort to enhance field education and the curriculum; including: sharing expertise in the classroom, workshop and other areas when possible.

Southern University - Department of Social Work -Baton Rouge, LA
FIELD INSTRUCTORS APPLICATION

Name: _____ Title/Position: _____

Address: _____

Phone: _____ FAX: _____ E-Mail_____

Education

Name of Degree	Year Awarded	School/University
BSW		
MSW		
Other:		

Credentials

Title	Number	Year Received
RSW		
GSW		
LCSW		
Other:		

Agency

Name of Agency(Employer): _____Address (if different from above): _____Telephone(if different from above): _____ FAX:
E-Mail Address: _____ Web Site Address:
Number of years employed with the agency

☐ Yes ☐ No Have you served in a supervisory role (post degree social work practice)?
If yes, length of time as a supervisor _____ ; number of people supervised
☐ Yes ☐ No Have you supervised social work interns? Number of interns supervised
Where (name of agency) _____ ☐ Yes
☐ No Do you have teaching experience? If yes, briefly describe

_____   _____Signature
          Date

Please attach a current resume to this application
Forward to: Erma J. Borskey *Field Instruction Coordinator*Southern University*Department of Social Work

Training and Education for Field Instructors

Field Instructor's Orientation

All field instructors must participate in Orientation for New Field Instructors. Orientation will include review of policies related to the administration of field; the structure of field; the curriculum and policy and procedures.

All field instructors must participate in a minimum of one field workshop per academic year. These workshops can be used for continuing education credit with the State Board of Social Work Examiners.

The field instructor provides administrative and educational supervision. Administrative supervision includes topics related to policies, assignment of responsibilities and coordination of efforts. Educational supervision focuses on theory and helping the student relate assignments and responsibilities to the educational objectives of field education.

The field instructor assumes the role of teacher in their relationship with the field instruction student. This demands that the field instructor/teacher, shape an environment that is favorable for facilitating opportunities for students to apply, test, enhance knowledge, values and develop skills and competencies necessary for generalist social work practice at the baccalaureate level.

Seven principles for good practice in the role of teacher are:

◇ Encourage contact between student and teacher
Frequent student-teacher contact is the most important factor in student motivation and involvement. A teacher's concern helps students get through rough times and keep on
working. Knowing the teacher well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

◇ Develop Reciprocity and Cooperation among Students
Learning is enhanced when it is more like a team effort than a solo race. Good learning, like   good work, is collaborative and social, not competitive and isolated. Working with others often increases' involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

◇ Encourage Active Learning

This is the essence of field instruction. Learning is not a spectator sport. Field instruction takes the student beyond the classroom. Sitting, listening, memorizing and repeating information is not sufficient. They must now apply classroom learning to daily professional responsibility. They must talk about it, write about, and relate it to other experiences. They must make what they learned apart of themselves.

◇ Give Prompt Feedback

Knowing what you know and do not know focuses learning. Students need appropriate feedback on performance to benefit from the field experience. When getting started, students need help in assessing existing knowledge and competence. They need frequent opportunities to perform and receive suggestions for improvement. At various points during the field experience, and at the end, students need to reflect on what they have learned, what they still need to know, and how to assess themselves.

◇ Emphasize Time on Task

Time plus energy equals learning. There is no substitute for time on tasks. Learning to use time effective is critical. Students need help in learning effective time management. Allocating a realistic amount of time means effective learning for students and effective teaching for field instructors. How time expectations are defined establishes a basis for high performance.

◇ Communicate High Expectations

Expect more and you will get more. High expectations are important for everyone – for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for them and make extra efforts.

◇ Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the technology lab. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learning in ways that work for them. Then they can be pushed to lean in new ways that do not come so easily.

(Checkering, A., Camson, Z. Seven principles of good teaches practice in undergraduate education. Honolulu Community College)

Field Education

As the Signature Pedagogy for Social Work Education

By Urania Glassman
(with some input from Field Council members' consortia)
Introduction

Field education is the signature pedagogy of social work. Lee Shulman (2005) labels a profession's characteristic form of teaching and learning its signature pedagogy. He bases this concept in the three dimensions of professional practice: thinking – the intellectual aspects of a profession's knowledge base; performing – the technical aspects or the profession's skills; and acting with integrity – the moral aspect or a profession's values and ethics. How a profession goes about teaching these three dimensions is its signature pedagogy. Examples of signature pedagogies include the clinical rounds of medicine, the design studios of architecture and mechanical engineering, the legal case method of law, and student teaching in teacher education.

Part I: Field Education Curriculum for Social Work Education Programs

I. **Purpose of Field Education Curriculum:**
The major purpose of the field education curriculum in a school of social work is to develop a social work practitioner who: 1) is grounded in the knowledge and values base of the social work profession, 2) uses the knowledge base to guide his or her interventions with clients and client systems, and 3) evaluates the outcomes of his or her interventions in order to improve them. This requires the ability able to use knowledge, values, theory, problem solving skills, and affect to inform his or her practice. In the field placement, the student develops those essential critical thinking abilities that come about through reflection in action (Schon, 1987).

II. **Content of Field Education Curriculum:**
The overriding purpose of every fieldwork curriculum is the development of a professional social worker who can enter the practice arena in any setting or field of practice even though each school has a unique curriculum related to their own mission, community needs and faculty strengths.

However, despite the unique differences among schools' curricula, there are common elements that must be contained in any field curriculum:
1. Students must be seeing real clients and client systems.
2. Students must be doing real social work with them.
3. Students' *practice* must be grounded in the knowledge base and values of the profession with the ability to identify and label skills and justify their use.
4. *Field instruction* must be grounded in the knowledge base and values of the profession.
5. Students work with real clients that require them to confront and deal with their own affects and values related issues as they emerge in the work.

6.   Students must develop skills in critical thinking and the ability to be reflective about integration of theory and practice as it applies to the real case before them.

III.   **Strategies for the Present:**
Fieldwork is the prominent and central guiding force in the educational process and should re-infuse the curriculum and the nature of social work practice itself.

Dewey's (1948) classic ideas about learning persist (Cremin, 1961). The scientific paradigm of knowledge which supports the separation of learning and doing is not effective for social work (Goldstein, 1993, p. 173). Kuhn informs us that this separation has never been effective for physics and biology, and Berger and Luckman (1967) follow suit by noting the inseparability of observation and critical thinking in the social sciences. A social worker does not identify one answer to one problem in working with a client. A reflective practitioner critically entertains various options and helps the client to find possible solutions and approaches to a problem.

Social workers must also experience the client. The social worker is involved in an affective exchange with a client, and this experience and flow of affect with the client can never be replicated no matter how many simulations the students enacts, or case studies the student considers. Only in the in vivo field experience will this exchange of affect occur. Affective education should also occur in the classroom, and instructors should be guided by humanistic designs (Rogers, 1969; Brown, 1976). Classroom designs should all revolve around integration of the field experience with the classroom one. Yet we must recognize that in the classroom, any design that attempts to replicate the client-student interaction will always be just that – a replication. While it has the potential to prepare the student, it can never replace the live exchange between the student and the real client. (Indeed, NASA uses complex simulations to prepare astronauts for weightlessness, but the awe inspiring thrill of entering space can never be replicated in the laboratory.)

It is in this exchange that the student experiences the struggle to respond by using social work knowledge, skill and technique effectively. The social worker calls upon empathic awareness, brings cognition to the process, in order to formulate a coherent yet necessarily changeable assessment, that enhances how the client makes sense of their situation. The student must be prepared to do all of this when involved with the client, be that client an individual, group, family, community or organization.

Goldstein too notes that the real life emergencies and paradoxes of field placement with client, agency planners, and community, all determine the context of this educational experience. Students learn in this context that absolutes and "shoulds" must be abandoned.

Goldstein in no way suggests field education is broken due to inadequate and unskilled

field instructors or diminished resources. His focus is on the imperative to design curricula which integrate experience and knowledge rather than those which subsume experience in favor of the scientific paradigm.

Part II: The Integrated Paradigm Curriculum Design for Inseparability

In this section we will identify guiding principles for curriculum design that emanate from the centrality of field education as the signature pedagogy of social work education. These principles will be related to relevant curricular domains; they should be reviewed differentially as to the unique and generic mission of each school. The integrated paradigm for field education will be considered through the lens of the eight essential domains of social work education as identified by COCEI:
Domain 1: Procedural Knowledge defined by conceptual and analytical reasoning;
Domain 2-6: Content Knowledge in (2) diversity, (3) research - science to service, (4) models of social work practice, (5) human behavior and the social environment, (6) ethical principles and decision making;
Domain 7: Self Knowledge and self-awareness; and
Domain 8: Practice Competencies defined by effective action with individuals, families, groups, organizations, & communities.

Principles for Curriculum Design with Field Education as the Signature Pedagogy for Social Work Education

Principle 1: Field education is the primary :interface between the school, the agency, and the community within which both reside.

Field education therefore requires content and structure within the school's curriculum that facilitates the linkage between agency and community exigencies and the curriculum. In Reisch and Jarman-Rohde's (2000) seminal work on the centrality of field education for the new millennium, Robbins and Lager note, "Schools of social work [have to] rethink the community-academy relationship, develop field centered education, and re-assert the community based origins of the profession."

Foundation and advanced concentration field curricula need to be designed to meet community needs to service particular populations and address unique social problems, while at the same time ensuring the dissemination of broader professional knowledge, skill and mandates.

Areas of vital importance in the field curriculum focus on: a) Critical thinking and the development of skills for assessing individuals, families, groups, organizations and communities; and b) the development of practice skills encompassing the ability to identify and label the intent of a skill and its behavioral component.

Areas of vital importance in the delivery of the field curriculum focus on: c) assessing and enhancing an agency's ability to provide a professional curriculum; d) educating field instructors to the fundamental skills and processes of field education along with the theories that inform it; e) strengthening the educational function of faculty field advisement in assessing student

progress and teaching the student to operationalize agency function and meet field curriculum requirements; f) highlighting the liaison function of faculty field advisement as the major representation of the school agency partnership for informing faculty of agencies' germane issues. g) Ultimately, field directors need to function as much more than a canary in the mine (Kolar et al, 1997) monitoring dangerous atmospheric levels.

Principle 2: Field instruction is the primary domain for informing curriculum and faculty of practice issues and needs, particularly practice effectiveness.

Field education must inform every curricular domain regardless of how each school's faculty choose to organize bodies of knowledge, be it conventional sequence areas or the domains defined by COCEI.

While the *domains of models of social work practice,* and *research - science to service.* should be readily identifiable links to the community and agency needs, these connections have been more tenuous due to the fewer number of recent Ph.D.s teaching practice who possess the depth of practice experience more generally evident in prior decades. Immersion in practice would in the past have propelled the development of meaningful practice research. Furthermore, the nature of the university's decreased rewards for clinical practice, along with pressures to produce scholarship too often based on a narrow "scientific paradigm" have resulted in more practice faculty relinquishing the field advisement role either to adjunct instructors or to non-tenure track clinical faculty. These occurrences have further decreased faculty chances of coming into direct contact with agency imperatives, which could enrich their research and teaching capabilities. At this time, much of what faculty learn about agency constraints they hear from what students share in the classroom, not from direct contact with agencies either as practitioners or as researchers. Field education as the lynchpin for social work education is poised to re-direct a more effective integration between the academy, research, and effective understanding of social work practice which applies high standards for practice, theory building and research.

The social policy curriculum grounded in the *domains of science to service, ethical principles and decision making* and knowledge of *diversity* gives students the opportunity to recognize how policy impacts directly on their clients and their communities. Readings can offer a broad theoretical perspective on social welfare policy. But discussions and written assignments are enlivened when focused not only on the impact of policies on students' clients, but on a deeper partnership between student, agency, policy classroom, and school. Integration would be enriched if student assignments were designed to provide something useful to the agency, such as a report, or document analyzing the impact of particular policies on clients. Coordination of this kind would require the policy sequence to design educational structures that facilitated more direct linkage to agency needs. Further involvement of field instruction departments would provide the necessary partnership for effective field learning.

The human behavior and the social environment domain gives students an opportunity to consider clients and themselves through the lens of various theories. Students write about clients through a perspective they would not always have the ability to view systematically within the ongoing pressures of agency practice. Here the case method which utilized field education

material would serve to enhance learning and integrate field with classroom experiences. Some case method materials have great potential to infuse the agency with additional analyses of client and social environmental issues. This domain offers ample opportunity for learning about organizational and institutional behavior as well as that of small groups and the effective application of small group theory to enhance community and organizational participation.

The curricular *domain of diversity* when viewed along with human behavior theory and integrated with *science to service* paradigms, provides terrific opportunity for further involvement in affecting policy and informing intervention with individuals, families, groups, communities and organizations.

Viewing the conventional research curriculum through the lens of the *science to service domain* not only gives students opportunities to become learned and discerning about social work research, but fosters further chances for students to conduct group and individual projects within the realities and context of their own agency practice. Such projects require faculty and agencies to work in partnership with the field placement to design research projects that are educational for the students, and useful for the agency. When the school and a group of agencies are able to partner together in designing a research model which examines the effectiveness of social work practice models, practice competencies, and impact on clients, these efforts represent a deeper application of the inseparability paradigm.

Principle 3: Field education as the signature pedagogy for social work education is comprised of many complex cognitive, action, and affective processes which gradually effect the transformation of the student into a reflective practitioner.
It is primarily through the field experience that the curricular *domain of self knowledge and self awareness* is actualized for the student. These educational processes serve to do more than connect knowledge of theory to practice abilities. They provide a vehicle for dynamic and integrative development. For example, despite the many efforts of field instructors and teachers to bring knowledge to light, to help the student comprehend the role of the social worker, more often than not, upon their early encounters with client systems, the students fumble. They do not readily connect theory to practice: "What does my field instructor mean I have to engage, to tune in?" In the *conceptual and reasoning domain*, the student will wonder, "Why is it that you think that what the client says to me is different than what he is really saying?" The student will attempt to understand assessment: "Why do you say this family is not ready to be moved to permanent housing?" The student will reflect on policy: "Why are we unable to move this homeless family to a permanent situation?" The student will be forced to look at the *domain of values* and judgments: "I don't get why a mother would take drugs and risk the lives of her children? What does my field instructor mean I have to suspend judgment? Isn't good parenting a positive value?" The student might face boundary issues: "Why can't I just give the mother my phone number?" Fortunately, most students take the field instructor's direction on faith in these early stages.

After the first semester, the student will have begun to figure out the social work role but he or she will not be able to execute it (Reynolds, 1948). Now the student will experience the true frustrations of practice. Practicing the piano sounds cacophonic, but the good ear knows what the

goal is. So too does the good student once comprehending the social work role. The student then attempts to fill in the gaps, and tries to enact the complexities of the roles and skills becoming someone who knows what to do but is not yet able to do it (Reynolds, 1948).

At the same time, a curriculum with field education as the signature pedagogy, which transforms students, can also transform faculty as they see changes in practice, and recognize opportunities to enrich their classes and research as they observe and are involved in their students' engagement in becoming professionals.

Principle 4: Field instruction serves to unite learning and service in the cementing of relationships that have positive outcomes for the academy, the agencies, and the students.

If we are to take seriously the nature of field education as the signature pedagogy for social work education, then all of the curricular areas would be organized so that the student would have a chance to not only analyze an agency situation in the classroom, but to learn within school and agency structures that were designed to facilitate the reinfusing of this content back to the agency and in turn back to the school. This link to the agency would be based on identified agency needs and a design that would facilitate the mutually invaluable infusion of knowledge between the school and the agency.

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Getting in Step with Social Work Competencies: A New Perspective for Field Education

Jeanne Matich-Maroney, PhD, LCSW-R
Field Instructors' Workshop
Friday April 23, 2010
College of New Rochelle
New Rochelle, New York

The Paradigm Shift to Competency-Based Social Work Education

- 2008 CSWE Educational Policy & Accreditation Standards (EPAS) introduced concept of competency-based social work education by articulating 10 foundation competencies further defined by 41 "practice behaviors"

Implications of Paradigm Shift

- Change represents a shift from an emphasis on input (i.e., curriculum) to outcomes
- Competency-based education focuses on student outcomes...what it is that graduates of our programs *know* and are able to *do* by virtue of having completed their degree in social work
- Accreditation now dependent upon social work programs' ability to demonstrate that their graduates have attained the competencies as evidenced by mastery of the 41 practice behaviors

Defining Terms & Distinguishing Between Them…

Competencies
Practice Behaviors

Competency

- **Definition:** (derived from "competent") the requisite or adequate abilities…to function in a particular capacity
  Merriam-Webster Online Dictionary.
  Retrieved April 21, 2010, from http://www.merriam-webster.com/dictionary/competent

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Social Work Core/Foundation Competencies

- The learning and skills (i.e., measurable practice behaviors) necessary for entry-level social work practice; represents a threshold across which students pass (Holloway et al, 2008).
- Articulated in the CSWE EPAS (2008).

EPAS Competencies

- Expected competencies for the baccalaureate social work student as well as the first year MSW student
- Differentiated from "advanced" competencies
- Each of the 10 competencies are operationalized by a set of interrelated generalist practice behaviors that taken together, constitute the *essence* of the identified competency (Holloway et al, 2008).
- The number of practice behaviors associated with each competency varies and range from 2-6

Practice Behaviors

- Measurable indices of interrelated knowledge and skills associated with particular competencies
- Practice behaviors (PB's) serve to operationalize competencies

Social Work Field Education as Signature Pedagogy

In addition to articulating competencies (and practice behaviors), the 2008 EPAS heralded field education as social work's "signature pedagogy" (Shulman, 2005a)

Signature Pedagogy

- Term that originated out of the Carnegie Foundation for the Advancement of Teaching (Shulman, 2005).
- Defined as "...types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions" (Shulman, 2005b, p. 52) and they are noted to possess distinctive features in that they are "...pervasive, routine, and habitual" that "...make students feel deeply engaged" (2005a, p. 22).

Signature Pedagogy Elevates Status of Field Practicum in Social Work Education

- Formally acknowledges the critical role field plays in the professional preparation of social work students

- Requires us to be more conscious of *how* we teach students to apply knowledge to the actual practice of social work in the field setting

Competency-Based Field Education

- Defining the competencies and identifying practice behaviors expected of students on completion of the program provides guidance to the field instruction process — one that wasn't so readily apparent prior to this iteration!

Student Field Assignments…

- Dually guided by the competencies/practice behaviors AND the agency/clients' service needs

- Ideally provide a breadth of experience that allow students to engage with, practice, and move toward attainment of all 41 PB's and thus, the 10 competencies

Shaping Student's Field Education Experience within the Agency

- Increased emphasis on collaboration between field instructors and program faculty
- Develop field assignments that support students' movement toward competency attainment
- "Thinking outside the box" and some creativity needed to craft assignments that provide students with opportunities to pursue competency attainment
- Let's take a look at a few samples…

Competency 6: Engage in research-informed practice & practice-informed research

Practice Behaviors:	Potential Field Assignments:
- Use practice experience to inform research	- Conduct a literature review on the use of a particular intervention with the population served by the agency
- Use research evidence to inform practice	- Create a practice evaluation plan to assess the effectiveness of an intervention

Competency 8: Engage in policy practice to advance social & economic well-being & to deliver effective social work services

Practice Behaviors

- Analyze, formulate, & advocate for policies that advance social well-being

- Collaborate with colleagues & clients for effective policy action

Potential Field Assignments

- Obtain & read agency policies/procedures
- Analyze a policy at the agency or larger system level from the perspective of how well it serves clients
- Develop a new policy for the agency

- Identify grass-roots &/or organized efforts aimed at policy action related to the population served
- Develop a plan for engaging colleagues & clients in policy action (e.g., voters registration drive)
- Implement the plan for policy action

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Using the Generalist Instructional Model in Field Education

The generalist approach to practice also provides a comprehensive, systems framework for teaching social work practice in field instruction. Because social work practice skills and knowledge are diverse and the application of these skills and knowledge must be determined on a situational basis, the generalist framework serves as a tool to assess and determine what is appropriate, therefore promoting effective teaching and learning. The generalist/systems approach makes the instruction process manageable and effective. The model or framework directs field instructors and students into a recognizable system of social work intervention. Also, the model specifically delineates the content that shows the interrelatedness of all aspects of practice.

Incorporated in the approach is the problem-solving model. Using this model helps students to determine the following using each phase of the problem-solving process:

Stages in Problem-Solving Process	Using the Process in Field Education
Preliminary statement of the problem	Identifying potential assignments and responsibilities
Statement of preliminary assumptions about the nature of the problem	Determining what must be accomplished in each assignment/responsibility
Selection, collection, and analysis of information/data	Selection, collection and analysis of information, including appropriate empirical and practice-based knowledge, skills, roles and value considerations
Developing a plan	Developing the learning contract
Implementation of the plan	Carrying out the learning contract
Evaluation of the plan	Evaluation of contract and practice effectiveness

Several concepts have been developed that characterizes field instruction as process guided by the problem-solving/planned change efforts. Another example is given below. The source of this example is not available.

Stage One: Engagement and Orientation - This is the most critical stage of field instruction because how the placement begins can general determine how it ends. Careful thought and preparation are required to ensure that the student becomes familiar with the agency as a whole and the placement in particular in a relative short time.

Stage Two: Assessment - this involves assessing the student's learning needs abilities and relevant personal characteristics. Educational assessment includes an understanding that people vary in their style of learning, including their preferences for structure or ambiguity,

abilities to be autonomous versus need for guidance, and tendencies to be dependent or appositional learners.

Stage Three: Planning - This stage involves the development of an individualized learning agreement. The field instructor must, with student participation select experiences that can move the student forward in professional development.

Stage Four: Implementation - involves guiding the students learning and evaluating the students' progress. The primary source in this stage is supervision. Other useful tools to help students learn are Process Recordings, Role Playing, Direct Observation and videotaping.

Stage Five: Evaluation - The tool in stage four should make evaluation less difficult and more accurate. Assessment is a continuous process. The student should have ongoing feedback. The student should know the standards/criteria for formal evaluations. These occur at mid-semester and at the end of the semester.

Stage Six: Termination - begins several weeks in advance (it can begin in stage one by identifying time lines). This can take the form of written or oral reminders regarding the students' departure. The chief reward of field instruction often comes in the experience of generativist associated with watching the careers of one's former student's flower. Termination is a time to review what has been learned and seek feedback from the students to perfect field teaching skills.

Field Instruction Courses

Introduction to Field Instruction, 396 is a two-credit hour course taken in the second semester of the junior year concurrently with the practice sequence, human behavior, policy course sequences. This experiential course may be viewed as a pre-internship that serves as a bridge course to prepare the student to move from the simulated learning experience to the "real life" learning experience. It is completed in a human/social service agency setting and supervised by an agency staff person. The agency supervisor, student and the Field Coordinator who also monitors the experience plan the learning experience collaboratively. The primary purpose is to enable the student to transition from the learner in a classroom setting to the learner in a real agency setting.   This experience exposes students to agency protocol, organizational structure, service delivery, and client responses and participation in the service delivery process.   The Field Coordinator engages students' in-group supervision one hour per week.

Field Instruction I, 490 and Field Instruction II, 492 are taken the in the senior year. Each is a four-credit hour course taken in two consecutive semesters, respectfully.   While the objectives/competencies are the same for both field courses, the expected level of student performance and the nature of field experiences, progressing from least complex and challenging in Field I to most complex and challenging in Field II, distinguish them. The student in Field Instruction I is at the beginning level of the internship in the professional practice

community. These students require close guidance and supervision in their practice. Students in Field Instruction II are in the advanced phase of instruction. The students are expected to function with less supervision and as autonomous learners. Thus, these students have greater responsibility in managing their learning.

Field Instruction Seminar I, 491 and Field Instruction Seminar II, 493 supports the integration of the students' classroom and field learning, thus integrating theory and practice. These seminars are taken concurrently with Field Instruction 490 and 492, respectfully. Each is a one credit hour course and meets one day per week for one and one-half hour. It is a flexible seminar setting directed according to the student needs, the sequence goals, the learning objectives and activities. The students' needs are expected to reflect field experiences as recorded in the daily journal and/or weekly logs. It is designed to correspond with the common experiences and social agency dynamics students' encounter during broad phases of their practical experience. The Seminar ensures the educational focus of field instruction and helps the student to expand and strengthen their social work knowledge and skills and enhance professional growth and development.

Social Work Research, 410 is not a part of the field sequence; however, it is taken concurrently with Field Instruction in the Fall semester and is connected to the field instruction experience. Students will develop a research proposal that outlines plans for research study related to their field agency.   Proposals will include an in-depth literature review related to the topic; a description of the study's need and usefulness to the profession the development of a methodology section that indicates the study population, instruments, data collection procedures and sampling plan; and a statistical analysis section in which students explain how data will be analyzed and the specific statistical procedures that will be employed. The goal of this assignment is to facilitate students' understanding of the research process by engaging them in the process in a manner that is reflective of how real-world research is conducted.

TIPS FOR ENHANCING SAFETY AND MINIMIZING RISK IN FIELD INSTRUCTION
1.   Have written agency policies to address any work situations that entail risk such as the following: home visits; services in isolated or high crime areas; services at night or on weekends, services to clients with infectious disease as well as any required immunizations; working around special equipment or chemicals, what to do in case of fire or other disaster; politically-sensitive services that may result in violent threats to agency staff (abortion counseling, for example).   This list is not to be considered exhaustive, and each agency is responsible for determining its own sources and levels of risks and taking reasonable precautions with these risks.

2.   TRAIN YOUR INTERNS IN THE ABOVE POLICIES AND DOCUMENT THAT YOU HAVE DONE SO.

3.   Should a student refuse an assignment because of safety concerns, consult with the Director of Field Education.

4.   Do not have students seeing clients alone in the building.

5.   Familiarize students with your agency environment, especially all entrances and exits, evacuation routes, potentially dangerous areas.   Health care settings should provide proof of orientation to the environment, particularly infection control policies.

6.   PROVIDE SUPERVISION THAT IS CONSISTENT AND ADEQUATE IN TIME SO THAT YOU KNOW WHAT YOUR STUDENT IS ACTUALLY DOING! Do not expect students to be able to fully represent your agency in making critical decisions about patient disposition with physical and legal implications, such as involuntary hospitalization, threats of suicide or homicide.   If the instructor is not available in such situations, THERE MUST BE A WRITTEN AND FULLY UNDERSTOOD PROTOCOL FOR NOTIFYING ANOTHER WORKER OR A PSYCHIATRIST ON CAL, OR FOR GETTING THE PATIENT TO AN EMERGENCY FACILITY THAT CAN MEET THEIR NEEDS.

7.   Train students on confidentiality policies.   Students SHOULD NOT be taking any identifying information on clients out of the agency, unless required for outreach centers and only with clear guidance on protection of records, NOT TO COMPLETE AGENCY PAPERWORK.

8.   If students are required to make home visits, train them on your written policies and personally provide orientation to neighborhoods.

Monitoring and Evaluation the Student/Intern

See Section IV

Completing the Learning Contract

See Section IV – Page 66

The sample of a completed contract is provided below

Southern University - Department of Social Work
Field Instruction
LEARNING CONTRACT AND EVALUATION INSTRUMENT

_____LW_____   _____Jerry Patton,LCSW-BACS_____
Intern's Name   Evaluator's Name

Discovery Family Resource Project   _____11/30/10_____
Name of Agency   Date

The learning contract located to the left of the page, first column, contains the strategies/task/assignments used to expose the intern to and help the intern achieve the identified competency and corresponding practice behavior. The second column contains descriptions of evidence/means for determining how/when the strategy/task/assignment was completed. All assignments/task will be completed by the end of the term, unless a specific date is indicated.
The contract may be modified at any time during the academic term.

The evaluation instrument located to the right of the page, contains the rating scale to assist the intern and the evaluator in determine at what level the competencies and corresponding practice behaviors has been achieved. A description of the rating is located on the next page.

The intern in the **first semester** of Field Instruction is **assessed at the <u>beginning level</u> of** the social work **internship** experience. The student in the **second semester** of field is **assessed at <u>entry-level</u> baccalaureate social work practice**. **<u>Entry-level practice</u>** means the graduating intern is competent to begin social work practice with a social/human service agency/organization. A competency/practice behavior not achieved in the first semester of field instruction is rated as NA- No opportunity to apply /evaluate competency/Not achieved in the first semester of field instruction. The competency/practice behavior must be achieved in the second semester of field instruction. The intern **must achieve all competencies** by the end of the academic term. Hence, if a practice behavior does not have a corresponding strategy/task/assignment, the student, field instructor/supervisor and Director of Field Education must address the matter in the contract.

If the intern receives a rating of one or below for midterm during any semester and/or during the final evaluation for the first semester, describe the reason for the rating in the comments section and indicate how the behavior will be addressed. Modify the contract to include strategy/task/assignment to address the practice behavior.

Also, use the comment section to make any statements about the intern's strengths, limitations, or other related matters or concerns. The assessment should be discussed with the student as it provides feedback for their continued improvement.

 This evaluation is for the semester checked:

[X] First Semester of Field   [   ]   Second Semester of Field

Evaluate the student's level of competency using the following rating scale:

4	3	2	1	0	Na
Excelled in achieving the identified competency	Performance **Above Expectation**	Competency **Achieved**	Performance **Below Expectation**	**Not competent**	
Always appropriately engaged; can perform in competency area without supervision; analysis, evaluation and synthesis always evident in performance and product	Always Appropriately engaged; minimal supervision required for execution in competency evaluation and synthesis always evident in performance and product	Able to perform and execute competency with entry-level supervision; appropriately engaged most of the time; use of analysis, evaluation and synthesis requires input from Field Instructor.	Performance and execution require consistent vigilant oversight beyond the time allotted for supervision; analysis, evaluation and synthesis is often faulty.	Does not appreciate or understand the application and integration of the competency	No opportunity to apply /evaluate competency; or competency will be assessed in the second semester of Field Instruction

1.Competency: Professional Identity – The interns identifies as a professional social worker and conducts oneself accordingly

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
▪Review information on agency's web page ▪Review internship/orientation packet ▪Provide written and verbal feedback to Director	▪Quality of written feedback ▪Demonstrate basic understanding of Agency's policies and procedures	1.Demonstrates professional demeanor, appearance, and communication	_____	__3__
▪Attends professional and community workshops and training	▪Demonstrates understanding of material	2.Attend to professional roles and boundaries	_____	__4__
▪Attends and participates at FINS conference on Thursday's	▪Asks appropriate questions/or give appropriate feedback at FINS ▪Offer mentoring evidence	3.Advocates for client access to the services of social work	_____	__4__

			Rating	
▪Maintains appropriate notes and documentation regarding experiences	▪Emails, discussions and reports will reflect increasing awareness of professional role	4.Practice personal reflection and self correction to enhance professional growth	_____	__3___
▪Intern will participate in meetings as assigned. ▪Identify and attend professional meetings, conferences, workshops, seminars. ▪Identify and read professional journals, books, periodicals, etc.	▪Observation of instructor, report in weekly logs, display of informational flyers, discussion in staffing and supervision	5.Engage in career-long learning	_____	__3___
▪Meets with LCSW and task supervisor ▪Shadows some of the Social Workers on assignments, in home visits	▪Intern has discussions during supervision with LCSW ▪Ask appropriate questions during supervision ▪Intern engages with agency staff in preparation for Strengthening Families sessions on Tuesday's	6.Use supervision and consultation	_____	___3__

Comments:
Ms. W is an insightful woman who contributes to discussion with others and assists in carrying out assignments. At times , she could be more dutiful about documenting her activities and agenda.

2.Competency: *Social Work Ethics – The intern applies social work ethical principles and guidelines*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
▪Between in-balances in personal values vs. professional identification	▪Brings issues to supervision and group discussions	7.Recognize and manage personal values in a way that allows professional values to guide practice	_____	__3__
▪Voices concerns and asks questions related to client's services received	▪Identifies ethical concerns and/or conflicts in written notes and supervision	8.Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	_____	__3__
▪Seeks help when finding conflicts		9.Tolerates ambiguity in resolving ethical conflicts	_____	__3___
▪Identify ethical conflicts that emerged from macro policies dictating services	▪Questions state and polices that directly affect services delivery	10.Apply strategies for ethical reasoning to arrive at principled decisions	_____	__3___

Comments:
I am often impressed when Ms. W voices her opinion and/or makes an interpretation or evaluation of a situation.
I would like her to become more diligent about keeping me informed regarding her activities, partly because I'm
starting to realize that she has more skills than I at first assessed and if she became more interactive, she would
only add to the learning of others.

3.Competency: *Critical Thinking– The intern applies critical thinking to inform and communicate professional judgment*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
▪Become familiarize with appropriate record keeping and database documentation as required by funder	▪Discussion with database person	11.Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	_____	__3__
▪Review material on evidence base practice ▪Models used by Agency	▪Demonstrates working understanding on pre-test/post-test family assessments ▪Written feedback and group discussion w/peers	12.Analyze models of assessment, prevention, intervention, and evaluation	_____	___3__
▪Intern is engaging in interviewing and gathering data for assessment and planning when attending FINS conferences as to how the agency may be able to help family as needed services are found to be effective with the family as a whole ▪Demonstrates oral communication and written communication during Strengthening families class sessions ▪View videos and material on issues or race and cultural diversity house at the agency	▪Some materials used in training in intern group followed by discussion	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.	_____	___3__

Comments:
Although Discovery does do an Evidenced Base program (The Nurturing Program), interns would not normally be
responsible for inputting data or analyzing the data, in fact, the scoring is done in a national data base and we only
get the results and comparative meaning of pre and post tests material. The key word is "beginning" and I would
assess that Ms. W has a generalize concept of why the data is collected and that
It is useful.

4.Competency: *Diversity – The intern engages in diversity and difference in practice*				
CONTRACT		**EVALUATION**		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
▪Holding weekly class session Strengthening Families look at the value and strengths of each individual	▪Demonstrates respect for clients by having the listening ear as parents and children/teens voices their feelings and complaints	14.Recognize and communicates an understanding of the importance of difference in shaping life experiences	_____	__4__
▪Intern demonstrates the ability to separate personal biases and values with agency	▪Demonstrates self-awareness in supervision ▪Attending FINS conference	15.Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse populations	_____	___4__
▪Working with racially diverse and mixed groups at agencies	▪Participates in follow-up discussions with film's director	16.Recognize the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power	_____	__4___
		17.View themselves as learners and engage those with whom they work as informants	_____	___4__

Comments:
Ms. W impressed me with her ability to understand and question certain cultural variances in our society. She contributed greatly in her discussion of how difficult it was for her to communicate issues of racism with her own young son when he begins to recognize that there was separation and disparity even on the playground. Also, her discussion of the film "For Colored Girls…" demonstrated how profound the viewing of the film was for her. Although, I had not seen the film, I have seen the play performed several times, and we were able to compare and contrast the changes that were made to take it to a larger audience.
Attending the FINS Family Conferences tend to be an eye opener for interns as they get to hear firsthand accounts of the difficulties that many families in our community are having as they struggle to raise their youth often against overwhelming odds.

5.Competency: *Social and Economic Justice – The intern advances human rights and social and economic justice*				
CONTRACT		**EVALUATION**		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final

			Rating	
			Midterm	Final
▪Will attend the premiere showing of the film "Race" in November at LSU	▪Will participate in follow-up discussions with director of film	18.Understands the forms and mechanisms of oppression and discrimination	_____	__4__
▪View "Bullying" DVD with peers of the agency	▪Had open discussion after watching DVD	19.Advocates for human rights and social and economic justice	_____	___4__
▪Demonstrates willingness to work with diverse clients served by agency Views material at agency that is provided to interns	▪Discuss in supervision with issues of poverty/race and social justice issues	20.Engage in practices that advance social and economic justice	_____	___4_

Comments:
If memory serves me correctly, Ms. W was not able to attend the viewing of the film "Race".
The film "Bullying", which is available without charge from the Southern Poverty Law Center Teach Tolerance Project, was viewed here at the agency and had a profound effect on those watching it. It brought home the plight of young homosexual and the devastating effect that bullying can have during those formative years. Ms. W has also been provided other opportunities to expand her awareness through her participating in viewing and discussing the work of Jane Elliott "Blue Eyes, Brown Eyes" exercises and an experimental film that through images and music demonstrated how we are becoming out of balance with our own existence.

6.Competency: *Research and Practice – The intern engages in research-informed practice and practice informed research*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
▪Compares evidence base program models used at the agency with the interventions agency uses. Life skills that the worker constructs after meeting with clients	▪Demonstrates understanding of why an evidence/base material is becoming more and more a demand in work	21.Use practice experience to inform scientific inquiry	_____	_3___
▪Strengthening Families sessions	▪Facilitates appropriate discussions w/parents in session with parent only then as a family	22.Use research evidence to inform practice	_____	_4____

Comments: Ms. W participated as a facilitator with the Strengthening Families program that we provide to FINS. This is a hand on class that she help lead and had to think on her feet although the format is laid out.

7.Competency: *Human Behavior and the Environment – The intern applies knowledge of human behavior and the social environment*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		

Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
▪Participates and facilitates weekly classes at Strengthening Families sessions	▪Group discussion with parents and teens	23.Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	_____	__4__
		24.Critique and apply knowledge to understand person and environment	_____	__4___

Comments:
Again, this is always a learning experience for interns, as they must assume the teaching role with a difficult population under staff supervision.

8.Competency: *Policy Practice – The intern engages in policy practice to advance social and economic well-being and to deliver effective social work services*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled　　3=Above Expectation　　2=Competent 1=Below Expectation 0=Not Competent　　NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
▪Attends community base meetings that focus on policy issues ▪I.P. children's Advisory Board meetings ▪CQI-meeting with DCSS	▪Demonstrates understanding of how stats and federal policy dictates services ▪Discussion in supervision and group meetings	25.Analyze, formulate, and advocate for policies that advance social well-being	_____	_4___
FINS Conference	▪Demonstrates this by offering families to participate in weekly Strengthening Families sessions	26.Collaborate with colleagues and clients for effective policy action	_____	__4___

Comments:
Ms. W was able to attend some community forums to introduce her to how policy can be developed at the grassroots' level even when under the mandate of state or federal dictate.
And again, the FINS conferences provided her with insight into the problems increasingly faced by young people as they struggle to adulthood in a society that isn't always capable of providing the guidance or supervision that they need. Part of the learning, is realizing that even the best programs in social services are not always successful in attempting to repair the damage of broken families, poverty and oppression.

9.Competency: *Practice Contexts – The intern responds to the context that shapes practice*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled　　3=Above Expectation　　2=Competent 1=Below Expectation 0=Not Competent　　NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final

			Rating	
▪Discuss in orientation in detail as to what services the agency provides for clients and agencies funds	▪Supervision with LCSW	27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	_____	__3__
		28. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	_____	___3__

Comments:
Ms. W is "beginning" to have an understanding of how funding, planning, etc. impact the amount and quality of services. Unfortunately, we are in a period where agencies are more likely be asked to cut back or eliminate services without much knowledge of how these cuts will eventually effect the client systems.

10. Competency: *The intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.*

CONTRACT		EVALUATION		
		Rating Scale 4=Excelled 3=Above Expectation 2=Competent 1=Below Expectation 0=Not Competent NA=No opportunity to evaluate or apply behavior		
Strategy/Task	Evidence/Accomplishment	Behavior	Rating	
			Midterm	Final
		Engagement		
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	29.Substantively and effectively, prepare for action with individuals, families, groups, organizations, families, groups, organizations, and communities	_____	_3___
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	30.Use empathy and other interpersonal skills	_____	___3_
Demonstrates understanding of Ethics issues by engaging in appropriate discussion following facilitation of groups or shadowing of social workers in agency		31.Develop mutually agreed-upon focus of work and desired outcomes	_____	__3___
		Assessment		

▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	32.Collect, organize, and interpret client data	_____	__3___
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	33.Assess client strengths and limitations		3
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	34.Develop mutually agreed-upon intervention goals and objectives	_____	__3___
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	35.Select appropriate intervention strategies	_____	__3___
		Intervention		
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	36.Initiate actions to achieve organizational goals	_____	__3___
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	37.Implement prevention intervention that enhances client capabilities	_____	__3__
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	38.Help clients resolve problems	_____	__3___
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	39.Negotiate, mediate, and advocate for clients	_____	___3__
▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	40.Facilitate transitions and endings	_____	___3__
		Evaluation		

▪Attends FINS Conference ▪Mentoring youths ▪Shadows social worker on case assignments	▪Discussions in supervision ▪Paperwork demonstrates understanding and appropriate growing in dynamics of agency	41.Critically analyze, monitor, and evaluate interventions	_____	__3___

Comments:
I assess that Ms. W is working at an "over expectation" level for a beginning social work Intern.

Make general statements regarding:
Strengths: Appears to have insight into family dynamics, and how social problems affect families and youth
            Ms. W appears to be in touch with her own feelings and has the ability to maintain boundaries while being empathetic with the clients that she works with.
Limitation, improvement required:
            She needs to better document her activities and better communicate her agenda and schedule.

Readiness for employment or graduate study (respond to the item during the Final Evaluation for the second semester of field instruction):

The overall rating (check one): [ ] Superior   [X] Above Average   [ ] Average   [ ] Below Average   [ ] Poor

Signatures:

_____   _____
Evaluator   Intern

Intern must check one: [   ] I agree with the ratings on the evaluation   [ ] I do not agree the ratings on the evaluation – A written statement and any supporting documentation must accompany the evaluation

FIELD INSTRUCTORS' EVALUATION OF THE FIELD EDUCATION COMPONENT

Name _____ Semester and Academic Year

Agency:

Please help improve the quality of field education by completing this survey. The information will be used by the Field Instruction Coordinator. Please circle or underline your rating.   The Department will provide a separate form to evaluate students' preparation. Thank you for your assistance.

How would you rate the coordination of field education in regards to the following:	Excellent Unsatisfactory A B C D F
1. Providing field instructor with orientation to field requirements, responsibilities, expectations, evaluations, etc. How was your orientation accomplished: ☐ on site/individual session ☐ on site/ group session ☐ Orientation Workshop 2. Matching the field student with the agency/field instructor 3. Providing the field instructor with information about the student (particularly when the field instructor needs to be aware of specific situations) 4. Providing support to the field instructor 5. Availability and accessibility 6. Managing problems in a timely and efficient manner 7. Facilitating the evaluation process 8. Providing workshops for field instructors and information about other workshops, conferences and seminars. 9. Providing direction related to the field experience and student learning 10. Maintaining communication with field instructor 11. Assist in developing the learning contract and integrating learning outcomes 12. Helping the student to integrate social work knowledge, values and skills 13. Promotes (student's) professional behavior 14. Encourages the student to engage in professional development through attendance/participation in training, workshops, seminars, 15. Seeking and using feedback from the field instructor regarding educating and training students 16. Prepare students for initial phases of field placement (introduction visits, presentation of self, etc.)	A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F A B C D F
How do you rate the field manual in terms of usefulness, user friendly, etc.?	A B C D F
What is your overall rating of the Field Education Office/Coordinator?	A B C D F

What are the strengths of Field Education at Southern University?

What area of Field Education needs improvement?

What recommendations would you make to improve the field education component?

Additional comments:

Section VI - The Field Agency

The field education program provides generalist practice opportunities for students to demonstrate the core competencies through a planning and implementation process that involve a series of activities/tasks. The first task is identifying and selecting field agencies that use a range of prevention and intervention methods to promote human and social well-being among individuals, families, groups, organizations and communities. The field agencies engage in all levels of social work practice, usually beginning at the micro-level and incorporating multiple levels as the generalist is engaged in the problem solving process.

There are several overarching goals in the field agency selection process. The agencies must be committed to undergraduate social work education and to the mission of the Social Work Program. It is essential that the agency offer generalist social work instruction and optimum learning opportunities. A major expectation is that the philosophy of the agency administrators and social workers/field instructors adhere to the belief that the baccalaureate social worker is capable of performing professional social work and be able to provide opportunity for the intern to continue developing social work competencies.

A prospective agency completes and submits an application to the Director of Field Education. The Director of Field Education reviews the application. The process also includes an interview with the administrator or agency representative and an in-person visit to the agency. The Director makes the final decision and corresponds with the agency administrator/representative to finalize the collaboration when an agency is selected.

Criteria for Selecting Field Instruction Settings
   Field instruction settings are selected according to the following criteria:

1.   The agency offers opportunity for generalist practice with the primary purpose promoting human well-being.
2.   The setting must have available learning experiences that would enhance the teaching and learning of students in generalist social work practice.
3.   The agency's administrator and staff must be willing to support the educational goals of the Department by permitting students to engage in its social service delivery process via their role as generalist social work intern.
4.   The agency must have an environment that is conducive to learning, including elements such as a stable staff, and established social service delivery system, explicit policies and operational procedures, and defined personnel role expectations.
5.   The agency must provide a field instructor who holds a Baccalaureate or Master's degree in social work from a Council on Social Work Education accredited program and appropriate credentials through the Louisiana Board of Social Work Examiners.
6.   The agency must provide sufficient release time for the field instructor to engage in teaching/educational supervision of the student.
7.   The agency must be willing to permit the field instructor to participant in the Field Instruction training, workshops and other activities related to meeting the educational

goals of the Department; for example - lecturing, active participation on committees, etc.

8. The agency must provide administrative capacity for the student to engage in responsible social work practice by providing adequate office/work space, phones, equipment, clerical and all necessary support.

9. The agency must be willing to provide necessary measures to protect the students' safety. This includes safety training (if available to other staff); responding to emergencies; interacting with difficult clients; awareness of potential dangers related to other environmental conditions, etc.

10. The agency must have some form of accountability to community. This may be in the form of a board of directors, funding sources/agency, accrediting body, including standards of conduct and ethics, etc.

11. The agency administrator must be willing to enter into a formal contractual agreement with the Department of Social Work.

Southern University - Department of Social Work - Baton Rouge, LA
FIELD AGENCY APPLICATION

Name of Agency:

Name and Title of Person Completing Application:

Physical Address/Location:

_____Street
Suite#   City   Parish   Zip Code
Post Office/Mailing Address (if different from above):
_____P.O. Box
City   State   Zip Code
Telephone: _____ FAX:

E-Mail Address: _____ Web Site Address:

The agency is or a part of (check all that apply):
☐ Federal Government ☐ State Government ☐ City-Parish Government ☐ Private ☐ Non Profit

The agency is accountable to (check all that apply):
☐ Board of Directors   ☐ Funding Agency   ☐ Accrediting Body   ☐ Licensing Board

Administrator's Name:
Director of Social Services:
☐ Yes ☐ No Does the agency hold membership in a state, regional, national of international   organization?

If yes, provide the name of the organization(s)

State briefly the principal function(s) of the agency:

Briefly describe the population served by the agency:

Briefly describe the means of service delivery/intervention approach:

The agency will provide the opportunity for the student to work with and/or engage in service delivery to (check all that apply):

☐ Individuals   ☐ Groups   ☐ Advocacy   ☐ Research/evaluation

☐ Families   ☐ Communities   ☐ other community facilities/institutions

Briefly describe the services the student can expect to provide:

Briefly describe agency educational programs and in-service training the student may be involved in:

How many students is the agency willing to provide a field placement for? _____ Which field option is the agency interested in (check all that apply)?

☐ Fall-Spring -   16 hours per week on Tuesday and Thursday;

☐ Summer-Fall - 32 per week in summer on Tuesday, Wednesday, Thursday, Friday and 24 hours per week in the fall on Tuesday, Thursday and Friday;

☐ Yes ☐ No   Can the agency provide adequate space and support services for the student(s) to function?

☐ Yes ☐ No   Does the agency have a staff social worker with baccalaureate or master's degree from Council on   Social Work Education accredited program?

☐ Yes ☐ No   Does the agency have on staff a social worker who holds appropriate credentials from the state board of social work examiners?

☐ Yes ☐ No   Is the social work staff willing to serve as a field instructor to provide supervision and teaching for field students?

If yes, to above statements, have the identified person submit an Application for Field Instructors along with this application.

You may include additional information relevant to this agency and Field Placement.

Person Completing Application

_____

Signature   Print Name   Title

Forward to:
Erma J. Borskey
Director of Field Education
Southern University
Department of Social Work
P.O. Box 9243
Baton Rouge, LA 70813   Phone: 225.771.4355   FAX: 225.771.4234 E-Mail: Erma_Borskey@subr.ed

Between
The Department of Social Work - Southern University at Baton Rouge
And
Name of Agency

The Southern University, Department of Social Work (herein referred to as the "Department") and the Name of Agency (herein referred to as the "Agency") agree the following terms:

The agency will serve as a field placement for the following number of student(s):

The intern(s) will complete the field placement checked below:

⌂ Fall-Spring Option - 16 hours per week; on Tuesday and Thursday

⌂ Summer-Fall Option - 32 hours per week on Tuesday, Wednesday, Thursday and Friday during the Summer Session; 24 hours per week on Tuesday, Thursday, and Friday during the Fall Session.

Beginning and ending dates will be determined in accordance with the Southern University's Academic calendar, with exceptions as stated herein:

The agency will provide a staff social worker holding a baccalaureate or master degree in Social Work from a Council on Social Work Education accredited Social Work Program and holding applicable credentials through the State Board of Social Work Examiners to serve as field instructor.

The department will provide the Field Instructor with the Field Instructor's Manual, Evaluation Instruments and support through the Field Instruction Coordinator's office.

The agency will provide the intern(s) with the necessary space, supplies, access to equipment and support staff needed in the performance of duties and responsibilities.

This agreement may be modified upon written communication between the parties.

_____   _____
Signature of Field Coordinator   Signature of Agency Representative
Erma J. Borksey, MSW, LCSW, JD

                                                          _____
                                                          Print Name of Representative

Date: _____   _____
                                                          Representative's Title

                                                          Date: _____

129

List of Field Agencies

This is not an exclusive listing. The Field Education office is always seeking new agencies and updating the list. If a student is familiar with or desire placement at an agency not listed, please provide the Director with the name and contact information. If an agency joined us this academic year, the agency will be listed in the following academic year.

Students are encouraged to visit the agencies or visit the website to become familiar with the client population and services offered.

List of Field Agencies

The list below is not exclusive. It is a list of current and past agencies used for Field Education. Students are encouraged to visit agencies physically and on the web.

1. Amediysis :**Amedisys Hospice** 13702 Coursey Blvd. Suite 6-A Baton Rouge, LA 70817 225.751.4599 **Amedisys Home Health** 13702 Coursey Blvd. Suite 1-A Baton Rouge, LA 70817 225.751.8201

2. Ascension Parish, Department of Children and Family Services, *Street Address:* 1078 E. Worthy St., 1st Floor, Gonzales, LA 70737, (Map/Directions), *Phone:* (225) 644-4603 *Fax:* (225) 647-9413

3. Ascension Parish Head Start, 603 Lee Ave., Donaldsonville, LA 70346, Ph: 225.4742750 http://pk.greatschools.org/louisiana/donaldsonville/preschools/Ascension-Parish-Head-Start/2833/

4. City of Baker School System, Pupil appraisal Services, 3200 Groom Rd., P.O. Box 680 Baker, LA 70714, Phone: 225.775.9341, Fax: 225.775.5221, Web Site: bakerschools.org

5.City of Donaldsonville, Assistant to the Mayor / Director Bright Futures Community Learning Center, 403 Orange St., Donaldsonville, La 70346

6. Baton Rouge Alliance for Transitional Living, 332 South Acadian Thruway, Baton Rouge, LA Phone: 225.343.6300, Fax:225.343.6303 http://brgov.com/Dept/ocd/shelters/shelter-kaleidoscope.htm

7. The Baton Rouge Children's Advocacy Center, 626 East Boulevard Baton Rouge, LA 70802, Post Office Box 64740, Baton Rouge, Louisiana 70896, Office: 225-343-1984, Fax: 225-343-1987, www.batonrougecac.org

8.Baton Rouge Youth, Inc., 2019 Government St., Baton Rouge, LA 70806, P.O. Box 128
  Baton Rouge, LA 70821, tel: 225.344.3457, fax: 225.344.3450, bryouth@eatel.net

9. Battered Women Program, 3730 Saint Gerard Ave, Baton Rouge, LA 70805 p.O. Box 2133, Baton Rouge, LA 70821, tel: 225.389.3001 fax: 225.358.3444
http://brgov.com/dept/ocd/shelters/shelter6.htm

10. Benton Rehabilitation Hospital, 4660 Convention St., Baton Rouge, LA 70806, tel: 225.336.1000, fax: 225.248.0080 http://www.hospital-data.com/hospitals/BENTON-REHABILITATION-HOSPITAL-BATON772.html

11. Beta Community Services, Inc., 5721 McClelland Dr., Baton Rouge, LA 70806, Phone: 225.357.4485, Fax:225.357.4486

12. Big Buddy: 1415 Main Street Baton Rouge, LA 70802 **Phone:** 225-388-9737 **Fax:** 225-346-8441 bigbuddy@bigbuddyprogram.org

13. Brookstown Elementary, 4375 Brookstown Dr., Baton Rouge, La. 70805, Phone: 225.355.0994 http://brookstown.ebrschools.org/

14. Capital High School, 1000 N. 23rd Street, Baton Rouge, LA 70802, Phone: 225.338.9371

15. Catholic Community Services, Foster Grandparents Program, 1800 N. Acadian Thruway Baton Rouge, LA 70808, Phone: 225. 346.8712
http://www.ccsww.org/site/PageServer?pagename=fostergrandparent

16. Center for Addictive Disorders, 4615 Government St., Baton Rouge, LA 70806, Phone: 225.922.0050 http://www.treatmentcentersdirectory.com/Louisiana/Baton-Rouge/center-for-addictive-disorders-6511

17. Christian Outreach Center   1427 Main Street, Baton Rouge, LA 70802 (225) 377-8582

18. Court Appointed Special Advocate (CASA), 341 St. Joseph St., Baton Rouge, LA 70802 Phone: 225.379.8598

19. Department of Children and Family Services Regional Office, 8585 Archives Ave. P.O. Box 66789 Baton Rouge, LA 70809, Phone: 225.922.3099
http://www.dcfs.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=304

20. Earl K. Long Medical Center, Department of Social Services, 5825 Airline Hwy, Baton Rouge, LA 70805; Phone: 225.358.1177
http://www.lsuhospitals.org/hospitals/EKL/EKL-Profile.htm

21. East Baton Rouge Parish, Department of Children and Family Services *Street Address:* 160 South Ardenwood, Baton Rouge, LA 70806, (Map/Directions), *Mailing Address:*P. O. Box 1588, Baton Rouge, LA 70821, *Phone:* (225) 925-6500, *Fax:* (225) 925-6800

22. East Baton Rouge Head Start Administration, 4523 Plank Rd., Baton Rouge, LA 70805, Phone: 225.3584504 http://brgov.com/dept/headstart/

23. East Baton Rouge Parish, Office of Juvenile Services, 8333 Veterans Memorial Blvd., Baton Rouge, La. 70807, Phone: 225.356-4471, Fax:225.354.1273
http://brgov.com/dept/juvenile/

24. East Baton Rouge Parish School System, The Office of Child Welfare and Attendance Phone: 225-226-3463 [CW & A Office] 2875 Michelli Dr., Baton Rouge, LA 70805, Ph:225-226-3449, fax: 225.226.3696
http://www.ebrschools.org/explore.cfm/districtinformation/welfareattendance/

25. Family Services of Greater Baton Rouge, 4727 Revere Ave., Baton Rouge, La. 70808, Phone: 927-9810 http://www.fsgbr.org/

26. Early Childhood Supports and Services, 1520 Thomas Delpit Drive, Suite 223, Baton Rouge, LA 70802, Phone: 225.219.4907, FAX: 225.219.4911

27. Eastern LA Mental Health System, Forensic Division, Jackson, LA 70748, Phone: 225.634.2661

28. Elderly Protective Services, Volunteers Of America, 2124 Wooddale Boulevard Baton Rouge, 800-256-4277 Ph: (225) 342-9722

http://goea.louisiana.gov/assets/legalservicesfiles/elderabuseandelderlyprotectiveservices.pdf

29.Family Services of Greater Baton Rouge, 4727 Revere Dr., Baton Rouge, La. 70808 Phone: 927-9810 http://www.fsgbr.org/

30. Glen Oaks High School, 6650 Cedar Grove Dr., Baton Rouge, La., Phone: 355-9759
http://glenoakshigh.ebrschools.org/

31. The Guest House, 10145 Florida Blvd., Baton Rouge, LA 70815, Phone: 272-0111
http://www.theguesthousebr.com/

32. Harmony Center, Inc. Counseling and Rehabilitation, 1701 Main St., Baton Rouge, LA 70802, Phone: 225.336.5461, Fax: 225.336.5450

http://npidb.org/organizations/agencies/communitybehavioral_health_251s00000x/11949 40247.aspx

33. Heritage Ranch, 20090 Tucker Road, Zachary, LA 70791 (225) 302-793210500 www.hrbr.org

34. Holistic Health Care Services, 13000 Justice Avenue, Suite 11, Baton Rouge, LA 70816
     Phone 225.927.1814, FAX: 225.927.1814, Holisticshealth@bellsouth.net

35. The Hope Center, P.O. Box 778, Rayne, LA 70578, Phone: 337.334.4799

36. Hope Ministries, 4643 Winbourne Avenue, Baton Rouge, LA 70805-6835, (225) 355-0702 fax: 225.357.6351 http://www.hopeministriesbr.org/contact.html

37. Iberville Parish and West Baton Rouge, Department of Children and Family Services, *Street Address:*23075 Highway 1, Plaquemine, LA 70764, (Map/Directions), *Mailing Address:* P. O. Box 778 Plaquemine, LA 70764-0778, *Phone:* (225) 687-4373, *Fax:* (225) 687-2129

38. Iberville Parish School Board, Pupil Appraisal, 58030 Plaquemine St. P.O. Box 151, Plaquemine, LA 70764 Ph: 225.687.4341 Fax 225-687-5408

http://www.ipsb.net/education/school/school.php?sectiondetailid=12904&

39.Independent Living Inc.,474 Foster Dr., Baton Rouge, LA, Ph: 225-924-7998

40. Jetson Correctional Center for Youth, P.O. Box 95727, Baton Rouge, LA 70714, Phone: 225.778.9000 or 9214

http://www.jailexchange.com/CountyJails/Louisiana/West_Baton_Rouge_Parish/Jetson_Co rrectional_Center_for_Youth.aspx

41. LA Association of Non-Profit Organizations, LANO, 8281 Goodwood Blvd, Suite A, Baton Rouge, LA, 708068081 , PO Box 66558, Baton Rouge, LA 70896*, p: (225) 929-LANO (929-5266) f: (225) 925-2711*

http://www.lano.org/?page=Moreonregionals

42. Louisiana Correctional Center for Women, Highway 74, P.O. Box 26, St. Gabriel, LA 70776, Phone 225.343.5265, Fax: 225.319.2605

43. Louisiana Guest House, 7414 Sumrall Dr., Baton Rouge, LA 70812, Phone: 225.356.0644

44. Louisiana Legislative Black Caucus, P.O. Box 44003, Baton Rouge, LA 70804, State Capitol Room B-170, tel: 225.342.0361, fax: 225.342.0364

   http://llbc.louisiana.gov/

45. Maison Des ami Boarding Care, 1050 Convention Street, Baton Rouge, LA 70802, Phone: 225.343.3827, F (225) 343.3861 http://brgov.com/dept/ocd/shelters/shelter10.htm

46. Mental Health America of Louisiana, 8211 Goodwood Blvd # E1, Baton Rouge, (225) 922-5210, http://www.mhal.org

47. NASW, Louisiana Chapter National Association of Social Workers, 700 North 10th Street, Suite 200, Baton Rouge, LA 70802, (225) 346-1234/ (800) 899-1984, Fax - (225) 346-5035, www.naswla.org

48. Northeast High School, Health Centers in Schools,   12828 Jackson Rd., Zachary, LA 70791 Phone: 225.654-5808; Northeast High School, 13700 Pride Port Hudson Rd., Pride, LA 70770, 225.658.0293

49. Opelousas General Hospital, 520 Prudhomme Lane, Opelousas, LA 70570, Phone: 337.948.5272 / 948.3011, Fax: 337.942.8973 http://www.opelousasgeneral.com/

50. Our Lady of the Lake Medical Center, TAU Cente, St. Clair Unit, 8080 Margaret Ann Drive Baton Rouge, LA 70808, Phone: 225.765.8900 /   765.6055
   http://www.ololrmc.com/

51. Prevent Child Abuse Louisiana, 733 E. Airport Ave., Suite 101, Tel: 225.925.9520 ext 208 fax: 225.926.1319, www.pcal.org

52. Pointe Coupe Parish, , Department of Children and Family Services, *Street Address:* 1919 Hospital Road, New Roads, LA 70760, (Map/Directions), *Phone:* (225) 638-4846, Fax - (225) 638-9945
https://webapps.dss.state.la.us/carefacility/facility/list?parish=Pointe+Coupee

53. 19 JDC Public Defenders Office, 300 Louisiana Ave., Baton Rouge, LA 70802, Phone: 225.389.3150

54.Reentry Solutions, 1617 Branch Street, Suite 500, Alexandria, La, 71302 (318) 443-0189 and fax (318) 767-1714, Reentrysolutions@aol.com.

55. Regency Place, 14333 Old Hammond Hwy, Baton Rouge, LA 70816, 272-1401 ph: (225) 272-1401

56. St. James Youth Center, 10565 Youth Ctr St., Saint James, LA, Tel: (225) 473-6788

57. Quad Area Head Start, 3585 Hwy 63, Clinton, LA 70722, Phone: 225.683.4234
    Fax: 225.683.4036

58. Resources for Enrichment and Educational Development, Youth and Teen Department
    5262   Scott Road, Baton Rouge, LA, Phone: 225.355.2251, Fax: 22.355.4263

59. River Region Human Development, P.O. Box 2188, Gonzalez, LA 70737, 1014 E. Worthy St., Gonzalez, LA 70737 (225)-644-2056

60. RKM Primary Care, 1190 Jackson St., P.O. Box 395, Clinton, LA 70722, Phone: 225.683.5292; Fax: 225.683.4354

http://www.rkmcare.org/rkmprimarycare

61.Senior Village Nursing Home, 2829 Ducharme Road, Opelousas, LA 70570, Phone: 337.948.4486, Fax: 337.948.4524

62. SMILE Community Action Agency-Head Start, 501 St. John St., Lafayette, LA 70501, Phone: 337.232.9644, Fax: 337.232.4392

63. Social Security Administration, 4332 Harding Blvd., Baton Rouge, La. 70807, Phone: 335.382-2065

64. Southeastern Louisiana University, Family Resource Center (Discovery), 4560 North Blvd. Suite 115-A, Baton Rouge, La., Phone: 225.925.4368, Fax: 225.925.4380

65. U.S. Probation Office, Eastern District of Louisiana, 500 Poydras St., New Orleans, LA
   504.589.3200 . 3214

66. Volunteers of America, Children's Crisis Center, 1945 Carolyn Sue Drive, Baton Rouge, LA 70815, Phone: 225.928.9398, Fax: 225.928.9490

67. Walk by Faith Outreach, Inc., 2376 Thomas Road, Baton Rouge, LA 70807, Phone: 225.775.8859

68. West Feliciana Middle School, 8604 Highway 61 North, St. Francisville, LA 70775
(225) 635-4561, www.wfpsb.org

69. WIA, Youth Services, 4523 Plank Rd., Baton Rouge, LA, 358-4578

70. WIA (Work Force Investment Act), West Baton Rouge Parish, 149 N. Jefferson Ave., Port Allen, LA 70767, tel: 225.343.5915, fax: 225.387.5930

Evaluating Field Setting Effectiveness

See Section IV - Monitoring and Evaluation

The students assess the agency's effectiveness at three levels. First, the students assess learning opportunities that correspond with the social work competencies and practice behaviors. Second, the students assess the agencies administrative support of the interns. This includes assessing physical space and tools needed for work; assistance from support staff; involvement of professional social work staff in the field intern experience; and the training and professional development offered by the agency.

VII - Coordinating Field Instruction

Administration of Field Education

The administration of field education involves the development of a sound field education component that operates within the policy and guidelines established by the Council on Social Work Education and the Department of Social Work at Southern University.

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Responsibilities in Field Instruction Coordination

The Director Field Education has overall responsibility for the development and administration of the field instruction component of the Social Work curriculum. The director is responsible to the Department of Social Work, field instruction students, field instruction agencies and field instructors. The Director also serves as field liaison, instructor for Field Seminar and introduction to Field Instruction courses and field instructor on an as needed and works collaboratively with the Child Welfare Field Instructor and the Field Seminar Instructor who also serve as Field Liaison. The Field Instruction Coordinator is expected to:

1. Develop, maintain and coordinate a systematically designed field education component that is coherently related to the larger social work curriculum, have a clearly defined instructional model, and viable operational procedures.
2. Ensure that the field instruction curriculum content and operational procedures meet the needs of social work students and are consistent with Council on Social Work Education accreditation policy and standards.

138

3. Maintain a cadre of agencies/organizations to serve as field instruction settings.
4. Identify potential field instructors; and implement the application and selection process.
5. Provide Social Work Faculty with relevant field instruction information/data in order to facilitate integration of learning experiences.
6. Maintain a current Field Instruction Manual and ensure that all field instructors have access to the manual, curriculum information and other pertinent information or material.
7. Coordinate workshops, seminars and meetings for field instructors, as a means of providing continuing education on pertinent social work education topics, enhancing field instructional skills and keeping instructors abreast of field instruction operational procedures.
8. Coordinate/facilitate orientation for new field instructors in order to prepare them for the field instruction role.
9. Fill the role of field instructor or contract with a field instructor for agencies that are appropriate for the Practicum but do not have a baccalaureate or Master's level social worker.
10. Develop and implement field placement assignment procedures that include accepting and screening field placement applications; holding individual and group interviews with prospective field instruction students; making field placement assignments.
11. Make all contacts with the field agency and field instructors regarding field placement assignments and all matters pertinent to placement.
12. Provide field instructors with the forms required in the implementation of the Practicum.
13. Coordinate field instruction orientation seminars with students enrolled in field instruction.
14. Act as Liaison with the agency subsequent to placement. This will involve:
    a. Collaborating with the field instructor regarding the student's placement, orientation and the instructor's negotiation of a learning contract with each field student.
    b. Obtaining a minimal of two formal progress reports per semester from field instructors through appropriate contacts, including on site visits.
    c. Holding individual and/or small group conferences with students at the start of each semester for the purpose of ensuring open communication and the early identification of problems and concerns.
    d. Holding conferences with students and field instructors regarding problems or issues, which require the Department of Social Work's intervention.
    e. Serving in a consultative and mediating role in instances when students experience difficulties in field settings that require such interventions.
    f. Interpreting the Department of Social Work's field instruction objectives and expectations.
15. Assign field instruction grades
16. Instructor in the Field Instruction Seminar Classes

        a.   Receiving, reviewing weekly progress reports and providing feedback (logs, attendance records, journals, etc.)

        b. Facilitating development and implementation of learning plans

            Developing and implementing classroom instruction (course syllabi, evaluation, etc.)

17.   The instructor in the Introduction to Field Instruction Classes

        a.   Develop and implement introduction to Field Instruction:

        b.   Establish a cadre of field agencies

        c.   Act as liaison with the agencies

        d.   Instructor for small group supervision

        e.   Conduct evaluation and assign grades

        f.   Receive, review and give feedback on weekly reports

18.   Fulfill all roles and responsibilities related to Field Education