



**ARKANSAS STATE**  
UNIVERSITY

**Bachelor of Social Work Program**

**Field Education Manual**

**Department of Social Work**

**College of Nursing & Health Professions**

**Arkansas State University**

**Jonesboro, Arkansas**

# **A-STATE Bachelor of Social Work Program**

## **Field Education Manual**

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## **INTRODUCTION**

Welcome to the Field Program of the Department of Social Work at Arkansas State University. This manual is designed to provide students, Field Supervisors and faculty with essential information regarding the actual field experience, including the objectives, requirements, policies and actual forms used throughout the internship. Field experience is a critical component of the A-STATE Social Work Program and is required of all students. The Council on Social Work Education has defined field experience as the “signature pedagogy” of social work education. It is through the internship process that students have the opportunity to integrate classroom knowledge with hands-on experience in professional situations. Students work side by side with professional social workers, who provide ongoing mentoring and supervision, to promote the development of the social work competencies and practice behaviors set forth by CSWE. Students are required to read the field manual and use it as a reference throughout their time of their internship. Field Supervisors will find needed forms and instructions that will help them understand the field experience requirements as well as the responsibilities of all parties involved.

## **OVERVIEW OF BSW EDUCATION**

The growing number of Social Work schools necessitated the organization of the American Association of Schools of Social Work in 1919. These schools had varied structure; some were graduate programs, some were undergraduate, some were freestanding and others were tied to agencies. For a number of years only graduate programs were accredited. The Council on Social Work Education (CSWE) began accrediting undergraduate programs in 1974.

CSWE standards identify a professional foundation which includes knowledge, values and skills with a supervised field experience. The undergraduate degree requires a liberal arts base and content in the following curricular areas: Social work practice, social welfare policy, diversity, human behavior and the social environment and research. Undergraduate education prepares students for generalist social work practice in a number of fields including, health care settings, mental health facilities, school social work, and family service settings.

## **BACHELOR OF SOCIAL WORK PROGRAM AT A-STATE**

### **HISTORY OF THE DEPARTMENT**

Arkansas State University began a social work sequence in 1970. Upon completion of the pre-social work sequence a certificate was granted. The social work curriculum was subsequently expanded and in 1975, Arkansas State University began offering a B.A. degree in Social Work. The Social Work Program was initially accredited in 1978 with reaffirmation in 1986, 1994, 2002, 2010 and 2020.

When the Social Work Program underwent the accreditation process in 2002, it was determined that the Program had grown tremendously and needed to become a separate department. With the division of the College of Arts and Sciences, the Social Work faculty decided that it's best fit was in the College of Nursing and Health professions. The Department of Social Work was formed July 1, 2003. The Bachelor of Social Work Program is fully accredited through 2026.

### **MISSION STATEMENT**

The mission of the Bachelor of Social Work Program is to educate generalist practitioners who will work to enhance and enrich lives through social justice and service specifically with rural populations. The programs mission is based on the core values of service, social and economic justice, dignity and work of the person, the importance of human relations, integrity, and competence. (Council on Social Work Education, 2015)

The mission statement's component of preparing students for service is embedded in its commitment to cultivate faculty leaders who provide leadership to our students in preparation for the development of service delivery systems, advocating for clients' rights and responsibilities, and engaging in policy practice to advance social and economic well-being. The prepared generalist practitioner will gain the necessary knowledge and skills to deliver effective/competent social work services for diverse populations.

The program builds its professional foundation upon the social work values, knowledge and skills necessary for students to practice and conduct research with diverse populations, groups and settings. In accordance with this mission, the program's curriculum enhances the acquisition and demonstration of beginning level generalist skills, knowledge and values necessary for culturally competent generalist social work practice with all system sizes using a problem-solving approach. The program's mission is appropriate to the level of levels for which it is preparing students for practice

### **HLC AND CSWE ACCREDITATION**

Arkansas State University is accredited by The Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. A-STATE was first accredited in 1928 and has had continuous accreditation since that time. The BSW Program at A-STATE was granted Initial Accreditation by the Council on Social Work Education in 1976 with consistent reaffirmation.

### **NON-DISCRIMINATION POLICY**

The Arkansas State University Bachelor of Social Work Program celebrates diversity. We welcome all applicants for admission without regard to race, color, gender, age, religious affiliation, ethnicity or national origin, physical condition, or sexual orientation. Arkansas State University's diversity policy (as stated in the Student Handbook, 2022-2023) <http://www2.astate.edu/a/student-affairs/student-conduct/student-code-of-conduct.dot>

The quest for knowledge is central to the very existence of Arkansas State University and universities in general. While portions of knowledge may be attained in various segments of the university and society, the fullness of knowledge can only be obtained when people of all races, ethnicities, colors, genders, religions, and socio-economic statuses are free to gather and exchange their life's experiences, problem solving skills, methods and styles of communications, values, beliefs, and ways of thinking and learning in an environment that encourages the presence and participation of all who desire to be affiliated with the academy.

Achieving this fullness of knowledge begins with recognizing that no single people, group, personality, discipline or trade is the caretaker of all knowledge or life experiences. Rather, the pursuit and sharing of knowledge requires the presence, and meaningful participation, of those who may contribute their unique qualities and experiences to this constantly changing mosaic we call diversity.

A-STATE will be known for its commitment to diversity as evidenced by its inclusive work and learning environments, its acceptance of differences as positive and enriching and its ability to attract, retain and advance a diverse faculty, staff and student body. A-STATE will have an environment where anyone, no matter who they are, will see a consistent reflection of

themselves on the campus and in its activities. They will feel comfortable, welcomed, and as if they belong at A-STATE.

Diversity at A-STATE is a process embracing the ideal of inclusion. Through continuous education, the A-STATE community constantly moves towards that ideal by accepting each person as an equal and valued member of the campus community.

## **BSW PROGRAM GOALS**

The BSW Program at A-STATE has four goals that are derived from its mission. Each of these goals consists of guiding principles for curriculum development and support program activities.

1. To prepare graduates for rural-based generalist practice with individuals, families, groups, organizations, and communities.
2. Graduates will apply knowledge pertaining to the contexts of rural-based generalist social work practice, the changing nature of those contexts, the behavior of organizations, the dynamics of change and develop the skills necessary to become change agents.
3. To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.
4. Graduates of the BSW Program will understand their responsibility to continue their professional development.

The above goals reflect the core values of social work. The BSW Program at A-STATE prepares students to become rural-based generalist practitioners who possess the knowledge, values and skills required to deliver services in Northeast Arkansas, Southeast Missouri, Western Tennessee and West Mississippi.

## **CSWE BSW PROGRAM COMPETENCIES AND PRACTICE BEHAVIORS**

The Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education define the competencies that are common to all social work practice. Each competency is composed of knowledge, values, and skills that define what social workers must know and be able to do to practice effectively. The core competencies and practice behaviors serve as the program objectives for the Arkansas State University BSW program and are as follows:

1. Demonstrate Ethical and Professional Behavior
  - a. Make ethical decisions by applying the standards of the NASW Code of Ethics
  - b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
  - c. Demonstrate professional demeanor in behavior; appearance and oral, written and electronic communication.
  - d. Use technology ethically and appropriately.
  - e. Use guidance of supervision and consultation
2. Engage Diversity and Difference in Practice
  - a. Apply and communicate understanding of diversity in shaping life experiences at micro, mezzo, and macro levels.

- b. Present self as a lifelong learner and engage clients and constituencies as experts of their own experiences.
- c. Apply self-awareness & self-regulation to manage the influence of personal biases and values

3. Advance Human Rights and Social, Economic, and Environmental Justice.

- a. Apply understanding of social, economic, and environmental justice to advocate for human rights.
- b. Engage in practices that advance social, economic, and environmental justice

4. Engage in Practice-informed Research and Research-informed Practice.

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research.
- c. Use research evidence to inform and improve practice, policy, and service delivery

5. Engage in Policy Practice

- a. Identify social policy at the local, state, and federal level that impacts service delivery, and access to social services.
- b. Assess how social welfare and economic policies impact the delivery of and access to social services.
- c. Apply critical thinking to analyze, formulate, and advocate for policies that advance social justice

6. Engage with Individuals, Families, Groups, Organizations, and Communities

- a. Apply knowledge of HBSE, person-in-environment, and other theoretical frameworks to engage clients and constituencies.
- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

7. Assess Individuals, Families, Groups, Organizations, and Communities

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- b. Apply knowledge of HBSE, person-in-environment, and other theoretical frameworks in the analysis of assessment data.
- c. Develop mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges.
- d. Select appropriate intervention strategies based on assessment, research knowledge, values, and preferences of clients.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients.
- b. Apply knowledge of HBSE, person-in-environment, and other theoretical frameworks in interventions with clients.



- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals

#### 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- a. Select and use appropriate methods for evaluation of outcomes.
- b. Apply knowledge of HBSE, person-in-environment, and other theoretical frameworks in the evaluation of outcomes.
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

### **OVERVIEW OF THE FIELD EXPERIENCE PROGRAM**

#### **GENERAL DESCRIPTION OF FIELD EXPERIENCE**

Field education is a central component of the BSW curriculum as it provides an opportunity for students to apply and integrate classroom knowledge with hands-on experience. Students will receive professional supervision by an individual who has the minimum of a BSW degree from an accredited university.

The Department of Social Work is responsible for placing student interns in approved agencies throughout the Northeast Arkansas-Mississippi Delta Region and maintains affiliation agreements with over 150 social service agencies. The agencies represent a wide variety of services such as mental health, child welfare, the juvenile and adult justice system, substance abuse programs, public schools, medical settings, hospice programs, and many more. Students have the opportunity to serve a broad range of populations, including children and adolescents, older adults, individuals with disabilities, victims of domestic violence, gay and lesbian individuals, veterans, persons affected by HIV/AIDS, and the mentally ill, to name a few.

The field experience courses are designed to fit within a framework that is guided by the BSW Program goals, Council on Social Work Education competencies and the National Association of Social Workers Code of Ethics. The field experience sequence consists of three courses. Field Experience I, a three (3) credit hour course, includes 156 hours of supervised practice in a social work agency and a weekly integrative seminar with other students and a faculty liaison. This course is taken the fall semester of the senior year. Field Experience II, a six (6) credit hour course, includes 260 hours of supervised field practice in a social work agency. This course is taken concurrently in the spring semester of the senior year with the Field Experience Seminar, a three (3) credit hour course, in which students use the problem-solving process to help each other resolve placement issues and integrate theory gained from the social work curriculum.

The internship will begin with the student in an observational role with independent work being assigned as the Field Supervisors, student and faculty feel it is appropriate. The Field Supervisor and student will develop a learning agreement that guides the internship assignments and activities. During the field placement, the student will continue to receive a minimum of one-hour weekly supervision by the Field Supervisor. The student will also attend a weekly integrative seminar on campus during which

they will have the opportunity to process their experiences with other students and identify how they can apply theory and skills in their practice. The seminar class is led by a faculty liaison that will be available for consultation to the field agency and will make at least two site visits during the semester to meet with the student and the Field Supervisor to evaluate and monitor the progress of demonstrating the competencies and practice behaviors.

**Key Terms – Roles and responsibilities of each:**

Field Supervisor - The agency professional who supervises an A-STATE student directly.

Student - Social work students enrolled in field course.

Faculty Liaison - The A-STATE faculty member assigned to work with the Field Supervisor & student in planning and evaluating the students learning experience.

Director of Field Education - The A-STATE faculty member charged with developing placements and overall supervision and management of this part of the social work program.

Task Instructor - An agency staff member who is assigned to supervise the social work Student in specific learning experiences

**Preparation and Student Eligibility for Field Experience**

Prior to being admitted to the field experience sequence, students must meet several criteria:

1. The student must be admitted to the social work program, be in their senior year with a minimum GPA of 2.75 overall.
2. The student must have a plan for graduating at the end of the Spring semester of their senior year.
3. The student must have completed the following prerequisites:

SW 2203	Introduction to social work
SW 3253	Social Work Practice I
SW 3303	Human Behavior and the Social Environment I
SW 3303	Human Behavior and the Social Environment II
SOC3383	Social Statistics
SOC3381	Social Statistics Lab
SW3373	SW Research Methods or SOC4293 Methods of Social Research)
<i>(students may be allowed to take SOC3383, SOC3381 &amp; SW3373 during field I&amp;II)</i>	

While enrolled in Field I (Fall Semester), students will take the following courses:

SW 4263	Social Work, Practice II
SW 4313	Social Welfare Policy
SW3363	Cultural Diversity

While enrolled in Field II (Spring Semester), students will take the following course:

SW 4303	Social Work Practice III
SW 4283	Field Experience Seminar

**THE PLACEMENT PROCESS**

Matching a student with a field agency requires a team effort involving the agency, student, and the Director of Field Education. The steps are described below.

#### **A. Field Fair**

Before field applications are due, students will be invited to attend the annual Field Fair at which time students will have the opportunity to meet with potential field sites throughout NE Arkansas. Although not all agencies will be in attendance, this is a wonderful opportunity for students to begin narrowing down their interests as well as begin networking with professionals in the social work field. Field Fair attendance is required and is scheduled during their senior Practice I class to prevent any schedule conflicts.

#### **B. Applying for Field Placement**

The Director of Field Education meets with students in the spring semester of their junior year to discuss the field application process. This meeting will also include discussion on the overall expectations of professional behavior in the field and helpful hints for the agency interview process. The field application process and required forms are managed through the field tracking software program, Tevera. Juniors are advised of the requirement to purchase this software program at the beginning of the spring semester as they will not be able to make application to field placement without it. The field placement application will inform students of all the required items and steps that must be completed no later than May 1<sup>st</sup>. This process will ask students to rank areas of interest in regard to populations served and type of social work agencies they are most interested in, so that the Director of Field Education can assist in identifying a good fit of placement. In order to complete the application process, students must submit a personal resume, copy of the student's professional liability insurance and documentation of TB screening before they will be considered for placement. Professional liability insurance will cost approximately \$40 for one calendar year and must provide coverage through both the fall and spring semester. Two recommended options for purchasing student professional liability insurance include NASW (National Association of Social Workers <http://naswasi.cphins.com>) or HPSO (Healthcare Providers Service Organization <http://www.hpso.com>). Other options may be considered as long as the coverage includes \$1,000,000 per claim and up to \$3,000,000 for aggregate professional liability coverage. Proof of professional liability insurance is kept on file in the student's record.

#### **B. Tentative Placement Decisions**

The Director of Field Education will contact each student by phone and/or email after all items are completed to discuss available internship options. Internships are tentatively secured based on student preference, the availability of a suitable placement in the geographic area requested, and the Field Supervisor-student match. Students and the prospective Field Supervisors will be notified in writing of the tentative decisions. Before a placement is finalized, the student will be instructed by the Director of Field Education to arrange an interview with the agency Field Supervisor.

Students must be prepared to adjust their schedules for internship hours. The majority of agencies offer internships only during the normal working hours of Monday-Friday. Students maintaining full time employment must have schedules to allow internship hours to occur during the normal work day of 8:00am-5:00pm.

### **C. Student/Field Supervisor Interview**

The interview is a very important step in the placement process. The student is responsible for scheduling this interview after receiving the tentative placement information from the Field Director long in advance of the semester beginning. These interviews are typically conducted in June, so if a second interview is needed, one can be arranged before the fall semester. The student should treat this interview as a professional interview in dress, behaviors and overall preparation. The student should research the agency by visiting their website before this interview to have a clear understanding of services provided and the populations served. The student should take a copy of their resume and be prepared to discuss why they want to intern at this agency as well as their overall professional goals. Students should be aware that agencies often use the internship process to screen and prepare their future employees. The Field Supervisor and student will agree upon a weekly work schedule that will allow the student to pace their required hours out appropriately.

### **D. Placement Confirmation**

If the Field Supervisor and student agree that the match is a good one, the Director of Field Education will send the Field Supervisor and the student a confirmation letter through Tevera. Students will typically stay at the same internship for both the fall and spring semester which will provide the students the ability to move into a more advanced role as their internship proceeds the second semester at the agency with independent tasks assigned as appropriate. The field agency is also sent the College of Nursing and Health Professions Affiliation Agreement to be signed by the designated agency administrator. A copy of this agreement is kept on file in the College of Nursing and Health Profession.

The Field Supervisor/agency will inform the student of any pre-placement requirements that must occur before the student can begin the internship. Some agencies require these steps to be completed before the semester begins. These requirements may include a new worker orientation, a drug test, driving record, central registry child maltreatment application or a criminal background check. Some agencies may require the student to pay for their personal background checks. Interviews and orientation hours will not count towards the required number of field hours the student will complete in the fall. If any of these steps or requirements presents a problem for the student, it is the student's responsibility to contact the Director of Field Education at once.

### **E. Enrollment and Attendance Field Course/Seminar**

Field class serves as the primary mechanism to facilitate the student's integration of classroom knowledge with their work in the field. The seminar structure of the class creates a supportive environment in which students can process their experiences in becoming professional social workers. Seminar serves as a professional model of future treatment teams as students provide emotional support and share knowledge and resources they have obtained. Because the primary focus is a peer learning model, students are expected to arrive on time, be prepared and demonstrate appropriate participation. Attendance is taken and points are deducted for absences.

To balance the size of the student seminar classes with their Faculty Liaison and for efficient use

of the Liaisons' time and energy, the Director of Field Education assigns students to a section of Field and notifies them of this assignment in Tevera with the field placement confirmation letter. Students will not be able to register for field class until this letter is received. Students are then responsible for enrolling into the assigned section of Field within two weeks to prevent the permits from expiring. If students experience any difficulty in enrolling in their assigned field class they should contact the office for assistance. In the fall semester, students will enroll in Field Experience I and in the spring semester, they will enroll in Field Experience II and Field Seminar.

During Field I, students will begin their experience in an observational role having the opportunity to observe professionals and work directly under their supervision taking an active role in all phases of practice with them. Independent practice is not expected but tasks may be assigned as the Field Supervisor, student and faculty liaison feel appropriate. Working with groups, organizations, and communities may also be part of the Field I experience. Generally, the Field I experience focus is on establishing relationships and working with individuals and families. Student awareness of the impact of policies on practice is important to develop during Field I. The agency can contribute by helping the student identify specific national or state policies (legislative, judicial, or administrative) that affect practice in their agency. Students learn about the agency and the system of community services of which it is a part. To do this, students should visit agencies with which the placement agency frequently makes and receives referrals. The student should learn how to link agency clients with needed community resources.

Field I and II help students develop professional behaviors needed to work with professionals in agencies. These behaviors include complying with agency policies and procedures, dressing appropriately, and behaving in a manner consistent with the NASW Code of Ethics. The student also learns to use supervision and work cooperatively with other professionals, volunteers and para-professionals as appropriate to the agency setting. This requires developing the ability to communicate clearly both verbally and in writing. The main difference between Field I and Field II is the development of independent practice skills. By the end of Field II, students should be able to perform the functions of professionals at an entry level.

#### **F. Field Orientation**

All students enrolled in Field I are required to attend a two-part orientation the first week of classes. This orientation is mandatory and students are advised of the time and location within their placement letter. The orientation agenda will typically include reviewing the course syllabus and requirements, the learning contract, time sheets, field evaluation form expectations of professional behavior, safety precautions in the field, and self-care.

#### **G. Required Hours for Internships**

A minimum of 156 hours (12 hours a week) is required in Field I and 260 hours (20 hours a week) for Field II. This is a total of 416 hours. Students may not accumulate all of their hours and stop going to field prior to the end of the semester. Additional hours will be considered as volunteer time, so students should consider pacing their hours as specified above. However, a student may have some additional hours accumulated and draw from those in the event of illness or unexpected absences. Students will enter their time in Tevera and have it approved by

their field supervisors weekly.

As Agency's traditionally work a normal business day, it is expected that students are prepared to accommodate the agency's work day. On some occasions Agency's operate during business hours outside the normal working day. If the Agency and student agree initially that nontraditional hours may be needed and supervision for the student intern is available, these hours may be worked. However, students are not expected to work during nontraditional hours or when the University is closed.

#### **H. Life Experience and Transfer Work**

No credit is given for life experiences in the field or other areas of the curriculum. Only courses from CSWE accredited schools are acceptable for transfer credit.

### **FIELD PRACTICE SETTINGS**

The social work program, specifically the Director of Field Education, is responsible for developing and maintaining a variety of field practice settings. The Director of Field Education consults with the agency staff and receives feedback from the faculty and agency staff regarding the suitability of the agency as a field placement. Agencies must demonstrate an environment of service and mentoring that is compatible with the values and ethics of the social work profession. Agencies must be able to offer learning experiences that will allow the student to demonstrate the required practice behaviors stipulated by CSWE and outlined earlier in this manual. Field practice settings are continuously re-evaluated as new information appears from faculty, agency staff, and/or students. No student or faculty member is to negotiate or contract for a field placement without the advice and consent of the Director of Field Education.

#### **A. Selecting Field Placement Agencies**

Agencies are selected as field placement sites based on the following criteria.

1. The agency views participation in the education of undergraduate social work students as a worthwhile activity and agrees to support the goals and objectives of the A-STATE Social Work program.
2. The agency demonstrates competence and stability in providing professional social work services and offers a climate conducive to learning and professional development.
3. The agency can provide generalist practice learning opportunities compatible with the requirements of the A-STATE Social Work program.
4. The agency agrees to provide a Field Supervisor with a minimum of a BSW and enable that Field Supervisor to provide regular supervision including weekly meetings with the student to plan and monitor progress, to participate in mid semester and final evaluation conference, and to participate in orientation and training sessions.
5. The agency agrees to provide suitable work space for the student.
6. The agency agrees to reimburse the student for work related travel in accordance with agency policy.
7. The agency agrees to appraise the student of any and all health and safety risks associated with practice in the setting, and to instruct the student in measures to minimize these risks.
8. The agency agrees to participate in the annual Social Work Field Fair designed to give students the opportunity to interact with professionals and social work

9. The agency agrees to notify the program in a timely manner when the student's performance may be at risk for successful completion of the placement.

## **B. Affiliate Agreements**

Formal affiliate agreements are used with all field placement agencies to delineate the roles and responsibilities of the program, the field agency and the student. Essentially, the agreement indicates the program, the agency and the student are expected to abide by the policies and procedures outlined in the field practice manual. These agreements are kept on file in the College of Nursing and Health Professions.

## **C. Selecting Field Supervisors**

To be a Field Supervisor with the A-STATE Social Work Program, agency professionals must meet the following criteria:

1. The person holds a BSW or MSW with a minimum of one year of experience, and can serve as a professional role model especially with respect to genuineness, warmth, empathy and can demonstrate adherence to social work ethics and values.
2. The person sees educating social work students as both a professional and a meaningful activity.
3. The person is willing to invest time in development and implementation of the students learning plan, minimum one hour weekly supervisory sessions, mid semester and final evaluations including evaluations of the student, the Field Supervisor, and the Faculty Liaison. Participation in these conferences requires a high level of professional skill including the ability to give and receive feedback in a constructive manner.
4. The person agrees to orient the student to the agency and community of practitioners in the agency's referral network.
5. The person agrees to follow the problem-solving process as outlined in this manual.
6. The person attends the training sessions and meetings offered by the Social Work program.

## **D. Field Agencies that do not employ a social worker**

The BSW Program requires that the Field Supervisors will have the minimum of a Bachelors (BSW) degree or a Masters (MSW) degree from a CSWE-accredited Program. When an agency does not employ a BSW or MSW practitioner who can supervise the student, an on-site Task Instructor who does not hold a social work degree may supervise the student at the agency on a day-to-day basis. However, a BSW or MSW from another site must be assigned as the Field Supervisor of record and meet the same requirements as listed above. The Field Supervisor must provide a minimum of one-hour weekly field supervision for the student and be available to meet with the task instructor and faculty liaison as needed.

## **E. Field Supervisor Orientation and Training**

Field Supervisor Orientation is designed to enhance the quality of student supervision as field supervisors identify with their roles as educators. New Field Supervisor Orientation is offered prior to the Fall semester. In the event that the Field Supervisor is unable to attend this orientation, the Director of Field Education may schedule a makeup session. In addition, Field Supervisors are invited to attend several workshops throughout the year sponsored by the

Social Work Department and the College of Nursing and Health Professions.

## **ROLES AND RESPONSIBILITIES IN THE FIELD PROGRAM**

In order to achieve high quality in the field, it is imperative that all involved understand their roles and responsibilities.

### **A. The Director of Field Education**

The Director of Field Education is administratively responsible for the oversight of the field practice and manages the field program. The Director of Field Education screens agency placements and Field Supervisors to ensure that they meet the program's standards, coordinates the placement process, and monitors the field program. The Director of Field Education is available throughout the semester to solve problems or address issues of concern to the Field Supervisors, Faculty Liaisons, and students. The Director of Field Education's responsibilities are to:

1. Identify, develop and maintain field placements.
2. Assign students to field placements.
3. Maintain efficient reporting systems and records of field practice activities.
4. Maintain, revise, or modify the field manual.
5. Provide the on-campus orientation of field students.
6. Initiate and respond to faculty, student, and agency suggestions for the continuous upgrading of the field practice curriculum.
7. Plan and implement training for Field Supervisors.
8. Provide consultation as needed to the faculty liaison and Field Supervisor in regard to the students' performance, instructional needs and grade assignment.
9. Conduct systematic evaluations of practice methodology and outcomes and initiate appropriate changes.
10. Assist the liaisons in the development and coordination of seminar content and in the implementation of liaison activities.

### **B. Expectations of Faculty Liaison**

The Faculty Liaison representing A-STATE is expected to do the following:

1. Assist the Field Supervisor and student in developing the Learning Agreement and signs off on it indicating that the agreement is acceptable.
2. Maintain close contact with the Field Supervisor and student to monitor progress. The Faculty Liaison is available for telephone or face to face consultation during the semester at the request of the Field Supervisor. The Faculty Liaison will schedule at least two site visits per semester to meet with the student and Field Supervisor. These visits are typically scheduled at midterm and at the end of the semester. Students keep the liaison abreast of ongoing progress through journals or process recordings, classroom seminars, and private conferences, as requested by the student or liaison.
3. Model professionalism especially with respect to genuineness, warmth and empathy, social work values and ethics, and feedback skills.
4. Identify areas that require additional faculty involvement to ensure that a social work



focus and identification are sustained.

5. Team with the Field Supervisor and student in the learning experience.
6. Communicate suggestions from the field concerning ways of improving the field experience program to the Director of Field Education.
7. Report to the Director of Field Education each semester on the progress of the student in placement and any problems encountered.
8. Complete the end of year Faculty Liaison Evaluation of Field Supervisor/Agency.
9. To be available to the Field Supervisor and student for immediate consultation.

### **C. Expectations of Field Supervisors**

Field Supervisors are expected to:

1. Provide the program with a current resume, complete the Field Supervisor Application and Field Agency Application form if one has not already been submitted.
2. Orient the student to the agency.
3. Assist the student in developing a learning agreement.
4. Meet at least one hour each week with the student to provide supervision.
5. Assess the student's progress on a regular basis and complete all evaluation instruments in a timely manner.
6. Monitor students record of field hours and attendance.
7. Participate in Field Supervisors Orientation and other opportunities for program-agency exchange.
8. Be available to meet with the student and Faculty Liaison for the midterm and final site visit.
9. Inform the Faculty Liaison of any problems or concerns promptly. (Examples include excessive absenteeism, illness, agency-related changes, tardiness, etc.)
10. Complete the Field Supervisor Evaluation of Field Program at the conclusion of the spring semester.

### **D. Expectations of Task Instructor**

The term "Task Instructor" is used to indicate an agency staff member who assumes certain responsibilities for the student's field education as delegated and monitored by the field supervisor. The Task Instructor does not replace the field supervisor but does need to be well informed of the program's educational objectives, and understand his/her role in the student's learning. Therefore, the field supervisor should be involved in mid-semester and final evaluations. The Field Supervisor and the Social Work program will provide the Task Instructor with the necessary resources to accomplish the educational task including an invitation to attend the Field Supervisors Orientation. The Field Supervisor helps the student integrate the Task Instructor's contribution into the overall educational experience.

### **E. Expectations of Students**

As part of a learning team, the student as an adult learner is expected to:

1. Take the initiative in examining the educational objectives and the learning assignments

in the field practice.

2. The student will comply with the intern work schedule developed between the student and field supervisor.
3. Conduct himself/herself in a professional manner including:
  - arriving and leaving according to schedule or notifying the field supervisor of unforeseen circumstances (studying for a test is not an unforeseen circumstance)
  - following agency policies and procedures,
  - completing required agency forms and assignments fully and on time
  - dress in accordance with agency standards and professional attire
4. Seek and request supervision as appropriate and take action as needed.
5. Inform the field supervisor, faculty liaison, and Director of Field Education when matters that might jeopardize the learning experience are present.
6. Refrain from behavior that interferes with the learning and performance of other students and professionals and to behave in a manner consistent with the NASW Code of Ethics.
7. Use supervision well, (e.g., seek feedback on performance and prepare agenda items for meetings with the faculty liaison).
8. Engage actively in the evaluation process, seeking ongoing feedback from the field supervisor and participating in the formal evaluation.
9. Prepare for weekly conferences with the field supervisor and bring any problems or dissatisfaction with the field experience and engage constructively in finding solutions, if possible. If the problems cannot be resolved, the student should contact the field liaison.
10. Keep track of field hours and seek Field Supervisor's signature on the Student Time Record in Tevera.
11. Participate actively in all field seminars.
12. Complete the Student Evaluation of Field Supervisor and Agency

## **THE LEARNING AGREEMENT AND ASSESSMENT PROCESS**

### **A. Student Learning Agreement**

By the end of the second week in the placement, the student with the assistance of the Field Supervisor will complete the learning agreement. The learning agreement is submitted and maintained through the student's account on the field tracking software program, Tevera. A copy of this document can be found in the appendix. The instructions for completion of the learning agreement can be found on the form.

### **B. Final Assessment of Competencies/Practice Behaviors**

Assessment is a critical component of the overall field process. There are four levels of assessment that occur within the field program. The assessment of student performance occurs at the conclusion of both semesters with the evaluation of the student learning agreement. The final assessment of overall competency and practice behavior attainment is obtained at the conclusion of the spring semester. The Student evaluation of the Field Supervisor/Agency, the Faculty Liaison Evaluation of Field Supervisor and Agency, and the Field Supervisor Evaluation of Field Program are also completed at the conclusion of the Spring semester. All four of these assessment processes occur within the Tevera software program which allows the Field Director the ability to pull aggregated reports.

The process for each evaluation period is described below:

**1. Final Assessment of Student Competencies/Practice Behaviors**

The Faculty Liaison will make two site visits during the semester to meet with the student and their Field Supervisor at which time the assessment process will occur. This assessment begins at midterm of each semester with the Field Supervisor, Faculty Liaison and the student as they review the student's progress in meeting the objectives outlined in the Learning Agreement. The student is encouraged to identify their personal strengths and weaknesses as they pertain to their field experience and how the Field Supervisor and/or Faculty Liaison might provide additional support. Constructive feedback is also provided to the student by the Field Supervisor and the Faculty Liaison. The team develops a plan to achieve the remaining needs of the learning agreement. This meeting will also establish whether or not particular learning opportunities were made available to the student as planned. The Learning Agreement might be amended at this time to include additional objectives and/or tasks as identified as needed. No grade is given at mid semester.

The Field Supervisor, Faculty Liaison and student will meet again for the final assessment of the semester. Prior to the final assessment, the Field Supervisor will complete the Final Assessment of Student Competencies/Practice Behaviors by assigning a ranking for each practice behavior. The student will be asked to independently rank themselves to initiate their personal reflection of their learning experience. The Field Supervisor and student will meet to discuss their respective ratings. The Faculty Liaison then meets with them to review the Learning Agreement and Final Assessment. The student is encouraged to take the lead in reviewing their achievements, growth areas, strengths and weaknesses. The Field Supervisor and Faculty Liaison then give feedback to the student. It is essential that this feedback reflects a strengths perspective. The student will provide documentation of work done at the agency to support his/her evaluation. Documentation could include charting, reports, records of meetings and contacts in addition to any other work the student has done during the semester. The student, Field Supervisor, and Faculty Liaison seek consensus about the student's performance and the steps that should be taken to promote his/her personal growth. The Final Assessment is then signed by all members and this document is included in the Faculty Liaison's calculation and assignment of a field grade.

**2. Student evaluation of Field Supervisor and Agency**

Prior to the conclusion of the spring semester, the student will complete the Student Evaluation of Field Supervisor and Agency through the field tracking software program, Tevera. The questions on this survey can be found in the appendix. Although the Field Supervisor will not have direct access to this evaluation, the student will be encouraged to provide feedback of their experience to the field supervisor at the final evaluation. This information may be very helpful to the Field Supervisor in providing supervision to future students.

**3. Field Supervisor Evaluation of Field Program**

At the conclusion of the spring semester, the Field Supervisor will be asked to complete

the Field Supervisor Evaluation of Field Program through the field tracking software program, Tevera. A copy of this survey can be found in the appendix

**4. Faculty Liaison Evaluation of Field Supervisor and Agency**

At the conclusion of the spring semester, the Faculty Liaison will be asked to complete an Evaluation of the Field Supervisor and Agency through the field tracking software program, Tevera. A copy of this survey can be found in the appendix

**FIELD EXPERIENCE POLICIES AND PROCEDURES**

**A. Health and Safety of the Student**

The physical safety of the student is a primary concern of the program. The Field Supervisor is expected to inform students about any risks to their health and safety associated with work at the agency, and to ensure that students receive appropriate training to minimize these risks.

**B. Use of Personal Automobiles by Students**

Students are expected to arrange their own transportation to and from their field placement site. Agencies which expect students to use their personal automobiles for agency business should make this expectation clear to the student during the pre-placement interview. If students use their own automobiles for agency purposes, they should be reimbursed for mileage. Students who use their own automobiles to transport clients are liable in case of an accident. Students will sign the Statement of Understanding that is included with the Field Application. Please refer to your personal insurance policy for coverage information.

**C. Professional Liability Insurance**

Students in the field are required to carry professional liability insurance. Students will not be able to begin their field placements without proof of professional liability insurance. Proof of professional liability insurance coverage is kept on file in the student's record. Please refer to the field application for more information.

**D. Professional Conduct**

Students must conduct themselves in a professional and ethical manner toward clients, fellow students and the faculty. As membership in a profession implies an encompassing set of values, professional conduct is expected at all times on-campus and off-campus. The program subscribes to the NASW Code of Ethics which is discussed in social work courses and a copy is found in this manual. Any act which would constitute unethical practice, violation of the law, whether on-campus or off-campus, is grounds for disciplinary action and may include dismissal from the field.

Students are expected to follow the reasonable instructions of the field supervisor. A student may refuse to follow an instruction if he/she feels it involves activities that are illegal or run counter to the NASW Code of Ethics. When refusing a request, the student should explain his/her reasons. The student should report such incidents to his/her Faculty Liaison.

In the event that the student violates the NASW Code of Ethics in the placement, the field supervisor will make a report to the faculty liaison and the Field Director will be informed. Given the above expectations and responsibilities, students are expected to sign the Code of Professional Conduct when they enter the field.

## **E. Placement in Employee Settings**

The Director of Field Education may approve a student's request to complete their field placement at their place of employment if specific criteria are met. To maintain the integrity of the program, and to ensure that students receive a high-quality education, this request may be approved with the following guidelines:

- The agency and field supervisor at the place of employment must meet the same qualifications as other field supervisors and agencies where students are placed.
- The Field Supervisor for the educational experience must be someone other than the student's work supervisor or in the line of supervision for the student.
- The student's activities in the agency must provide new learning, and not merely a continuation of their current work tasks.
- The learning agreement for the student must list how the field activities will support program's competencies and specific practice behaviors.
- The A-STATE field faculty liaison will monitor student learning and adherence to these criteria.

## **E. Access and Accommodations**

Students who require adjustments or accommodations in the field due to a disability must first register with A-STATE Access and Accommodation Services at 972-3964. The Access and Accommodation Office will notify each professor, including the Director of Field Education, of the student's specific needs. It may also be helpful for students to contact the Director of Field Education to clarify specific needs. More information can be found on their website: <https://www.astate.edu/a/disability/>

## **F. Incident Report**

In the event that an incident occurs in the student's field placement, the student should complete the incident report form found in the appendix and give it to their Faculty Liaison who will in turn advise the Director of Field Education of the situation. Examples of an incident include but are not limited to physical or verbal threat to student by client or employee, unprofessional behavior on the part of the supervisor such as yelling at the student, or other events. If the student is unsure about a particular event, the student needs to discuss the event with their Faculty Liaison. The incident form will be placed in the students file.

## **G. Field Consultation**

In the event that a situation arises with a student that necessitates a conference with the Faculty Liaison, the Faculty Liaison will complete a field consultation form that will be placed in the students file. This form can be found in the appendix. Examples of this may include but are not limited to ethical dilemmas in the agency, inadequate supervision, concerns expressed by the agency regarding the student. Please note that field consultation is a part of the performance review process that is discussed in this manual and the BSW Student Handbook

## **H. Problem-Resolution Process**

Problems associated with social work students placed in agency settings may occur, and are

usually satisfactorily resolved by the student and Field Supervisor. Common problems have included student reliability and performance, student feeling that he or she is not getting sufficient learning assignments at the agency, or that the Field Supervisor is not accessible for regular supervision. The Faculty Liaison is available to assist in finding solutions to problems that can't be handled by the Field Supervisor and student. This is a normal course of events and usually results in an acceptable solution that enables the student to remain in the placement. If a problem cannot be resolved by this group, then the Director of Field Education may be called for help. Some problems if not resolved may present a threat of internship disruption and therefore the Performance Review Process will be followed in hopes to find the best resolution for student success. The Performance Review Process is outlined in this manual and the BSW Student Handbook.

#### **I. Transferring a Student to a New Agency or Field Supervisor**

A request for a student transfer may originate from the student, the Field supervisor, or the Faculty Liaison for the following reasons. A student may request a transfer to another Field supervisor or agency if either fails to meet the terms set forth in the Contract for Field Experience Placement or this manual, or on legal grounds. If a within-agency transfer is feasible, the student can continue without interruption. A between-agency transfer may necessitate the student's investment of additional hours for the student to complete the course performance requirements. The Director of Field Education handles all transfers.

The Field supervisor may request a student's within-agency transfer if the supervisor is no longer willing or able to meet the expectations of the position, or if he or she feels the match with a particular student is no longer productive. If the transfer is agreeable to the student and a suitable substitute can be found within the agency, the move can be made. If no suitable substitute is available within the agency, then a between-agency transfer will have to be made in the current semester provided a suitable site is available. The student may be required to spend additional hours in the new placement to complete course requirements.

The Faculty Liaison may initiate a transfer of a student if he or she concludes that a Field supervisor or agency is not fulfilling the expectations set forth in this manual. In this case, reasonable efforts will be made to locate a suitable alternative with as little disruption to the student as possible. However, additional hours of agency work may be required as noted above.

#### **J. Termination Policy and Procedure**

Students are rarely terminated from a placement; however, it does occur. The following procedure addresses termination of a student initiated by his or her field placement agency or by a faculty member in the Social Work Program. The Performance Review Process will be activated by the Field Director in attempts to promote the best outcome for student success.

##### **Termination Initiated by an Agency**

After problem-solving efforts have been exhausted or the agency staff believes the behavior of a student presents a risk to the safety or well-being of the agency's clients or staff, the agency may terminate a student from the placement. The agency should provide a written explanation for the termination and if at all possible, notify the program prior to the termination. It is then the responsibility of the Director of Field Education to prepare a report assessing the behavior of the student in the particular agency setting. Where indicated, the report should include a statement of standards of conduct which have been violated, and

describe a course of action which the student must take in order to be reassigned to another agency. Remedies may include counseling or training and require documentation of participation and completion of a prescribed treatment. Based on these findings, the Director of Field Education in consultation with the BSW Program Director may pursue one of the following options:

- a. The student may be reassigned in the current semester, if time permits for the student to complete the course requirements and if the circumstances surrounding the termination are such that the student may be placed in another setting without jeopardizing the safety and well-being of clients and staff.
- b. If time does not permit for the student to complete the course requirements in a new agency, and the student does not present a threat to staff or clients of other agencies, and if no remedial action is required or the remedial action taken by the student has produced acceptable behavior, then he or she may be permitted to enroll in the field course in the next semester in which that course is offered. In this case, the student would be given an incomplete "I" grade for the course. If the student is re-assigned, the Director of Field Education may credit all or a portion of the student's hours in placement to a second placement depending on the circumstances surrounding the termination and the length of time that has elapsed between termination and re-assignment.
- c. If the student's actions are such that the safety and well-being of other agency staff or clients might be reasonably expected to be in jeopardy, if corrective action required of the student is not pursued, or if the corrective action taken does not produce acceptable behavior, the student may not be reassigned. In this instance, the student would be given a grade of "F" for the course and would not be permitted to re-enroll. The student would then be removed from the BSW Program.

### **Termination Initiated by the Social Work Program**

If after a student has entered Field, and the Social Work faculty have a valid basis to believe a student's conduct has the potential to cause harm to clients, the program, or agency workers, the Director of Field Education may remove that student from the Field. In such cases, the Director of Field Education: (1) dismisses the student from the program with an explanation of the offense and how the behavior fails to meet reasonable standards of conduct and; (2) offer a reasonable opportunity to modify the behavior which would involve corrective action on the part of the student which may include counseling (but not limited to) so that the student can comply with the standards of conduct; (3) or if the offense is deemed to be beyond correction, the student may be terminated from the BSW Program.

If a student is dismissed from an agency due to behavior which may include but not limited to insubordination, incompetence, attendance, failure to adhere to the NASW Code of Ethics, or inappropriate professional conduct, the Director of Field Education may opt for a plan of corrective action. In some situations, the option of a corrective action, a plan will be developed. Upon completion of corrective action, a student will be placed in another agency setting. If the second agency dismisses the student from Field due to the student's behavior, the student will be considered to have failed Field and a failing grade will be given. Along with being dismissed from Field, the student will be

dismissed from the BSW Program and may reapply during the next admission period.

If the student fails to follow through with corrective action or corrective action is not successful, the student may be dismissed from the BSW Program. A time framework is generally allocated for which all corrective action and problem resolution must occur.

## **K. Performance Review Process**

The Social Work Department has established formal review procedures for identifying, evaluating, developing a corrective action plan, and suspending or dismissing a student who fails to meet the academic and professional performance standards of the Program. This policy is followed within the field program as a proactive approach to problem solving that can provide the student with a corrective action plan to complete their field experience successfully. There are three levels of performance.

### **Level I Performance Review**

A level I review involves a faculty member and a student. When a faculty has concerns about a student not meeting any of the professional or academic standards required of field experience, that faculty member will:

- Discuss the concerns directly with the student and seek to work with the student to resolve the difficulties.
- May appraise the advisor and appropriate Program Director of the concerns in order to identify potential patterns and issues related in this student's behavior.
- Document dates, content, and outcome of meetings in the student file.

In many instances, meetings between faculty and students result in resolution of the concerns and do not necessarily lead to further reviews, pursuant to this section. However, if the concerns are not resolved in the opinion of either the student or faculty, the student must be informed of the right to request the participation of their advisor or another faculty member of their choosing in further levels of review.

### **Level 2 Performance Review**

A Level 2 Performance Review, convened by the Director of Field Education, usually occurs when concerns regarding performance issues raised at Level 1 have not been resolved satisfactorily. A level 2 involves the student, faculty liaison, Field Supervisor and Field Director. In this information gathering process, the Field Director will seek to determine the nature of the concern and gather sufficient information to develop a plan to address the concern or concerns, if one is needed. The Field Director will utilize conflict resolution and mediation skills where possible. No further action may be required, or the student may be asked in writing to modify his/her behavior and/or seek appropriate help. This process is designed to assist the student in dealing with identified concerns that negatively impact their performance. The Field Director will assess the concerns with appropriate faculty, consult with the Department Chair and maintain documentation. The Level II Performance Review Committee may decide to:

1. Retain the student in the current internship and Social Work Program on probationary status
2. Specify requirements and conditions for remaining in the internship and Social Work Program.
3. Suspending the student from the internship and Social Work Program (can reapply in one year)
4. Request a Level 3 review be convened by the Chair.

The Performance Review Committee will document the discussion and their decision and inform the



student in writing. The student may appeal the decision to the Departmental Chair.

### **Level 3 Performance Review**

A Level 3 review is convened and facilitated by the Department Chair and generally includes the student, BSW Program Director, student advisor, the Field Director and field supervisor if indicated, and any other relevant members of the faculty. This level of review is indicated when problematic patterns are identified with students, particularly involving unprofessional, illegal, unethical or incompetent behaviors. A level 3 Review may be initiated when lower review levels have not achieved satisfactory results, or when the student's behavior rises to such a level that withdrawal or dismissal is under consideration.

The Department Chair will meet with appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist) and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. The student may invite a faculty member of his/her choice or an advisor to participate in the proceedings.

After the review meeting has concluded, the Department Chair will consult with the Professional Review Committee members to reach a decision. The student will be informed in writing of the committee's decision within three working days. The student may be instructed to refrain from attending field or social work classes until notified of the decision. Options available to the committee include but are not limited to the following:

1. Continue the student in the program and/or internship with no conditions.
2. Establish formal conditions for the student to continue in the program and/or internship.
3. Consult with the University's Vice President for Student Affairs
4. Counsel the student to change majors/degree programs
5. Suspend the student with conditions for return
6. Dismiss the student from the Social Work Program.

In any Level 3 Review, there must be clear, concise documentation of the problem areas as well as verification that these have been discussed with the student, that a corrective action plan has been developed with the student and that the student has been given the opportunity to complete the plan with the support of the Social Work Department, unless the precipitating behavior is of such a grievous nature that corrective action is not indicated. The student must be notified of the decision in writing within ten business days of the review meeting. It is the responsibility of the Department Chair to communicate the decision to the student. At this time, the student must be informed of her/his right to appeal under University policy.

### **L. Grade and Grade Appeal**

A grade of "C" or better is required to successfully pass field. A field grade below a "C" results in suspension from the program. In the event that a grade below a "C" is received, the student may reapply to the Field Program if they are still in good standing with the BSW Program and complete any required corrective actions that have been specified for the student. Please refer to the BSW Handbook for details regarding program suspensions

and/or program dismissals.

A student who wishes to appeal his or her grade must follow the Student Grievance Procedure outlined in the A-STATE Student Handbook. If the student seeks a grade appeal, the Admissions Committee will hear the student's case and reach a decision. If the committee moves for readmission, a corrective plan of action will be established. Each situation is examined on the relevant facts and circumstances.

#### **L. Agency Specific Policy, Standards and Accreditation**

Students are expected to familiarize themselves with agency specific standards which include but are not limited to JCOHA, CAR, HIPPA, FERPA, and CWLOA. Some agencies may require students to be certified in CPR and provide proof of appropriate vaccines.

## Appendix

**APPENDIX A  
AFFILIATION AGREEMENT**

Arkansas State University  
College of Nursing and Health Professions (CNHP)  
State University, AR 72467-0910  
Phone: (870) 972-3112

**This agreement is between the College of Nursing and Health Professions, Arkansas State University, hereinafter referred to as "College" and Name and address of site, hereinafter referred to as "Facility".**

It is understood that the participating institutions will cooperate in the conduct of educational activities as described below:

**THE COLLEGE AND FACILITY JOINTLY AGREE THAT**

1. There will be no discrimination against a student or faculty member because of race, color, creed, sex, religion, age, national origin, sexual orientation or handicap in any aspect of this program.
2. The determination of the number of students to be assigned to the Facility shall be a joint decision based on available staff, space and necessary learning experiences in the Facility.
3. In the event of an accident or incident which might involve legal liability on the part of student or faculty member, each party will submit to the other an incident or accident report to the appropriate department of the College or appropriate department of the Facility.
4. There will be on-going, open communication between the College and the Facility to ensure understanding of the expectations and roles of both institutions in providing education for students.
5. The ultimate responsibility for client care is retained by the Facility.

**THE COLLEGE AGREES TO**

1. Maintain university accreditation by the North Central Association of Colleges and Schools and individual programs shall seek and maintain approval and/or accreditation by appropriate program approving bodies;

2. Be responsible for organizing and administering the program of education for students, standards of education, selection of faculty, the term of instruction, course content and students' experience, methods and hours of instruction, assignments, supervision and evaluation of students.
3. Disseminate all shared regulations, policies and procedures of the Facility to students and faculty engaged in the educational program.
4. Require students to carry professional liability insurance of at least \$1,000,000 each incident and \$3,000,000 aggregate against any claim or injury.
5. Accept the responsibility of assisting in the orientation of appropriate Facility personnel to the goals, objectives and educational methods of each educational program.
6. Require students to be vaccinated for Hepatitis B (or a signed release if a student declines that vaccination) and complete all other immunizations required by the facility.

#### THE FACILITY AGREES TO

1. Be responsible for the organization, administration, staffing, operating and financing of its services and the maintenance of standards accepted for efficient management by the appropriate accrediting body, and operated in accordance with acceptable health care standards;
2. Provide appropriate personnel to serve as preceptors for students in the programs of the College of Nursing and Health Professions as applicable.
3. Provide the use of appropriate services, facilities and equipment as needed by the educational programs.
4. Assume no professional or financial liability for injury to students or faculty members except that which might be accrued as rights as a member of the public; the Facility will make emergency treatment available to students and faculty for injuries and illnesses which may occur at the Facility at the time that such students and faculty are participating in the clinical education program.
5. Suspend the participation of any student and/or faculty member in the educational program conducted pursuant to the Agreement if it finds the student's and/or faculty's participation is not in the best interest of the student, faculty or Facility. The Facility will notify the College department as soon as possible.
6. Accept from the College the number of students that qualified staff, time and space permit.
7. Assist in the orientation of faculty/students to policies, programs and procedures, including immunizations requirements.
8. Devise ways for coordination so that all programs may have maximum benefit of learning experiences, where multiple educational programs exist.
9. Be responsible for informing personnel regarding the rights and privileges of the College's students and faculty.
10. Establish and make accessible to the College's faculty and students specific space in the Facility for conferences and small reference libraries near the treatment area, when deemed necessary for the educational program.

This agreement will be reviewed by each party annually or when requested by either party and shall be in effect for a period of three years from the date of its execution unless cancelled by either party with not less than 30 days' notice; however, in the case of such termination, degree

candidates who have begun a program shall be allowed to complete their requirements.

It is understood that this working agreement shall be interdependent. The Facility and the College will derive the greatest benefits by promoting the interest of the educational program and of health care thereby rendering the best service to the public.

“Force Majeure” Clause,

Neither party shall be considered in default in the performance of its obligations under this Agreement if such performance is prevented or delayed by Force Majeure. “Force Majeure” shall be understood to be any cause which is beyond the reasonable control of the party affected and which is forthwith, by notice from the party affected, brought to the attention of the other party, including but not limited to war, hostilities, revolution, civil commotion, strike, lockout, epidemic, accident, fire, wind or flood because of any law, order, proclamation, ruling, regulation or ordinance of any government or subdivision of government or because of any act of God.

NAME OF SITE

ARKANSAS STATE UNIVERSITY

\_\_\_\_\_  
Agency Director or CEO      Date

\_\_\_\_\_  
Date  
Vice Chancellor for Provost  
Academic Affairs and Research

\_\_\_\_\_  
Date  
Dean  
College of Nursing and Health Professions

## APPENDIX B

### BSW Field Application

The following information is for informational purposes to assist the student in preparing for the BSW Field Application. The application will actually be found in the student's Tevera account. (Field Tracking Software)

Name: \_\_\_\_\_ ID \_\_\_\_\_

Advisor: \_\_\_\_\_ Overall G.P.A. \_\_\_\_\_

Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Emergency contact and phone: \_\_\_\_\_

ASTATE Email address: \_\_\_\_\_

Current mailing address: \_\_\_\_\_ Physical address for Fall: (for placement purposes)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Place of Employment and location: \_\_\_\_\_ Your job title: \_\_\_\_\_

\_\_\_\_\_ Work hours: \_\_\_\_\_

\_\_\_\_\_

Students are required to submit resume, proof of professional liability insurance and photo with this application. Field applications and all required documents must be submitted before May 15th. If you

need additional time due to financial issues or other reasons, you may be able to receive an extension by contacting Donna Parker at [dparker@astate.edu](mailto:dparker@astate.edu)

There are several sources in which you can purchase professional liability insurance for approximately \$40 a year. If you are a member of NASW, you can purchase professional liability insurance through their provider and that information can be found on the NASW website. Another source frequently used by students is Healthcare Providers Service Organization. [www.hpsso.com](http://www.hpsso.com) You will be required to hold valid professional liability insurance throughout the spring semester. If you have any questions about insurance, please direct them to your chosen provider.

If you have a specific agency where you would like to do your placement, please list preferences:

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

Please rank in order your interests for field experience with #1 being of most interest.

- |                               |                                  |
|-------------------------------|----------------------------------|
| _____ child abuse and neglect | _____ homeless                   |
| _____ adolescents             | _____ children & youth services  |
| _____ crisis intervention     | _____ developmental disabilities |
| _____ domestic violence       | _____ physical disabilities      |
| _____ families                | _____ geriatrics                 |
| _____ homeless                | _____ community development      |
| _____ HIV/AIDS                | _____ hospice                    |
| _____ medical social work     | _____ corrections/prison         |
| _____ policy                  | _____ juvenile                   |
| _____ delinquency/probation   | _____ substance abuse            |
| _____ school                  | _____ sex offenders              |
| _____ mental health           | other: _____                     |

Do you have a second language other than English with good conversational skills? If so, what language? \_\_\_\_\_

Do you have access to a car for your internship? YES or NO



**Appendix C**  
**Department of Social Work**  
**STATEMENT OF UNDERSTANDING:**

Your signature below indicates that you understand and agree to the terms and conditions identified below. Failure to provide accurate information is grounds for termination from the program. You should familiarize yourself with the BSW Field Manual.

1. By submitting this application, I am now governed by the policies and procedures outlined in the BSW Field Manual.
2. I understand that I will be required to complete a minimum number of field hours that correspond with my level of study and that these hours may be found in the BSW Field Manual and my course syllabi. I understand that I will be required to obtain an additional 6 hours of attendance to social work conferences during the academic year.
3. I understand that I am not guaranteed the placement of my choice, but effort will be made to place the student in an area of interest. However, there are a number of factors considered when assigning a field placement which could preclude the student's placement in their area of interest. Included are CSWE requirements, appropriate supervisory credentials, experience, agency commitment etc. All relevant factors are considered with the best learning experience possible as the goal of the Social Work program.
4. I understand that I am responsible for my own transportation and I must inform the Field Director of any limitations or barriers I may have related to transportation.  
Do you have a car available for field? \_\_\_\_Yes \_\_\_\_No
5. I understand that I must submit proof of professional liability insurance with this application and that this insurance must not lapse during my fall or spring semester.
6. I understand that the Social Work Licensing Board may refuse to issue or renew a license or may revoke or suspend a license issued under this chapter (AR) for any of the following causes or reasons: (1) Violation of a provision of this chapter; (2) Gross negligence in the practice of social work; (3) Engaging in a course of unprofessional conduct as defined by the rules established by the Board or violation of the code of ethics made and published by the Board; (4) Conviction in this or any other state of any crime that is a felony in this state; (5) Has been convicted of a felony in federal court.

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

**Appendix D**  
**Department of Social Work**  
**Recognition of Social Work Values and Ethics**

The ASU Social Work program adheres to the NASW Code of Ethics. If at any time during your field placement you have questions or concerns about a potential ethical dilemma, please contact your field supervisor and your faculty liaison.

Whereas the field of social work has a unique emphasis on the value of human life and diversity, I believe that having chosen social work as a major and upon entering the honorable field of social work, I commit to practice within the National Association of Social Worker's (NASW) Code of Ethics. I understand this document addresses issues which include but are not limited to social injustice, diversity, sexual orientation, race, confidentiality, responsibility to the profession, promotion of the general welfare of society, sexual relationships, derogatory language, responsibility to employers, respect for colleagues and clients, which may include vulnerable people in society and other issues.

I certify that I have read the NASW Code of Ethics and agree to practice within the boundaries and uphold the standards stated in the Code of Ethics. I realize that violation of such is grounds for failing the field and termination from the program.

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

<b>Agency</b>	<b>Main Address</b>	<b>Number of Locations</b>	
<b>Possible locations for interns</b>			
<b>Email Address</b>		<b>Work Phone</b>	<b>Cell phone</b>
<b>City</b>	<b>County</b>	<b>State</b>	<b>Zip Code</b>

## Appendix E

### Field Agency Application

**Practice Setting:**

☐ Child Welfare

☐ Community Center

☐ Court/Justice System

☐ Crisis/Shelter

☐ Residential Care

☐ Mental Health

☐ Foster Care/Adoption

☐ Hospice

☐ Hospital

☐ Home Health Care

☐ Rehabilitation

☐ Community Setting/Advocacy

☐ Developmentally Disabled

☐ Aging

☐ School

☐ Substance Abuse

☐ Prevention

☐ Public Health

☐ Public Assistance

☐ Family Services

☐ Other

**Are you interested in a BSW or MSW Student Intern?**

☐ BSW

☐ MSW

☐ Either

**Can your agency provide supervision by a BSW or MSW supervisor for at least one hour a week?**

☐ Yes

☐ No

**Would the student be able to start the internship at the beginning of the semester?**

☐ Yes

☐ No

☐ Not Sure

**How many students are you interested in?**

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

Contact person for coordinating placements:

Name/Title:

Phone:

Email:

Fax:

## Appendix F

### Field Supervisor Application

<b>Name</b>	<b>Degree</b>	<b>Licensure</b>	
<b>Email Address</b>		<b>Work Phone</b>	<b>Cell phone</b>
<b>Agency</b>	<b>Agency Address</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>	

**Are you interested in a BSW or MSW student?**

- ☐ BSW
- ☐ MSW
- ☐ Either
- ☐ Both
- ☐ Unsure

**Has your agency had a social work student intern before?**

- ☐ Yes
- ☐ No

**How many students are you interested in?**

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

**Please attach a resume and return to: Donna Parker, P.O. Box 2460, State Univ., AR 72467**

## **Appendix G**

**ADD** Field Supervisor Evaluation of BSW Field Program

## **Appendix H**

**ADD** Faculty Liaison Evaluation of Field Supervisor & Agency

## **Appendix I.**

**ADD** Student Evaluation of Field Supervisor and Agency



## Appendix J.

### ARKANSAS STATE UNIVERSITY SOCIAL WORK PROGRAM GUIDELINES FOR FIELD EXPERIENCE WEEKLY JOURNAL

Instructions for completing the journal: The primary purpose of the journal is to encourage thoughtful planning and reflection to ensure that you get the most out of your field experience. Students will submit their journals through the Tevera software program with the following format.

**Field Experience Weekly Journal #:** \_\_\_\_\_

**Submitted by:** \_\_\_\_\_

**Week beginning:** \_\_\_\_\_ **and ending:** \_\_\_\_\_

**Date submitted:** \_\_\_\_\_

#### Content of the journal:

**Activities:** At the end of the week, briefly summarize your activities. Describe in detail a situation in which you were required to use knowledge from past academic work. Identify the presenting problem of the client, information gathered from the client, observations of the client and action taken for intervention. Also identify the social work skills/roles you used during an interaction with a client. Describe how these activities relate to your learning contract.

**Cultural Competency:** Pay particular attention to diversity issues. For example, begin your description with the race, gender, socioeconomic status, age, etc. of the client. For example, how did your awareness of differences between you and clients you described guide your actions? What did you learn from clients/staff who differ from you that you can use in your current placement and future social work practice (reciprocal impact). Please be specific.

**Ethical/Values Issues:** Identify instances in which Social Work Ethics were upheld or violated, and/or your recognition of values differences with clients or co-workers or the agency. Describe what happened and what social work knowledge and skills were used in dealing with the issue.

**Use of Supervision:** Describe your use of supervision during the week. Include feedback, instruction and support.



**Appendix K**  
**Field Experience Incident Report**  
**Arkansas State University - Department of Social Work**

Undergraduate \_\_\_\_\_ Graduate \_\_\_\_\_

Name of student: \_\_\_\_\_

Date of incident: \_\_\_\_\_ Time of incident: \_\_\_\_\_ Location: \_\_\_\_\_

Agency:

\_\_\_\_\_

Field supervisor:

\_\_\_\_\_

Faculty Liaison:

\_\_\_\_\_

Others involved (no client names):

\_\_\_\_\_

Type of Incident:	Student	Client	Field supervisor
Accident/Injury			
Aggressive/Abusive Behavior			
Automobile Accident			
Law Violation/Arrest			
Verbal Threat of Violence			
Other:			

Description of incident and circumstances:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action taken:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reporters signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Undergraduate\_\_\_\_ Graduate\_\_\_\_

[illegible]

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**Faculty signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ADD** BSW Student Learning Agreement and Final Evaluation