

Master of Social Work Program

Field Education Manual

Department of Social Work

College of Nursing & Health Professions

Arkansas State University

Jonesboro, Arkansas ASU Master of Social Work Program

Field Experience Manual

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**I. OVERVIEW OF SOCIAL WORK 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 began accrediting Master of Social Work (MSW) Programs in 1952.

## II. MASTER OF SOCIAL WORK EDUCATION AT ASU

### A. History of the Department

Arkansas State University (ASU) 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, ASU began offering a Bachelor of Arts degree in Social Work. The Social Work Program was accredited in 1978, 1986, 1994 and 2002.

The Social Work Program underwent the accreditation process in 2002. It was determined that the Social Work Program had grown tremendously and needed to become a separate department. The Social Work faculty decided that its best fit was in the College of Nursing and Health professions. The Department of Social Work was formed July 1, 2003.

In October of 2007, the Social Work Department initiated the accreditation process for the MSW program and is currently in the final stages of reaching full accreditation. The MSW program admitted the first cohort of graduate students in 2009.

**B. ASU MSW PROGRAM**

### The MSW Program curriculum emphasizes rural-based clinical practice. Students learn the fundamental knowledge, skills, values, and ethics that guide social work practice and the populations traditionally served by the profession. They are exposed to content on social systems of varying sizes and complexity (individual, family, group, neighborhood, organization, agency, and community) in their courses. Social work roles and functions with micro, mezzo, and macro systems are emphasized. Students learn ways to enhance the adaptive balance between clients’ systems and environments.

### C. MSW GOALS and OBJECTIVES

MSW Program Goal 1: To prepare MSW students for ethical, competent evidence-based social work practice with a focus on rural-based clinical practice and social action, particularly in rural settings with diverse, poor, vulnerable and oppressed individuals, families, groups, organizations, and communities.

Foundation curriculum objectives derived from Goal 1:

1. Apply critical thinking skills within the context of professional social work practice.

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession, describe and analyze past and present social welfare policy/policy research, and formulate and advocate for social policies against discriminatory and oppressive systems that advance social and economic justice.

6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

8. Analyze, formulate, and influence social policies.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

10. Use communication skills differentially across client populations, colleagues, and communities.

11. Use supervision and consultation appropriate to social work practice.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Advanced curriculum objectives derived from Goal 1:

1. Build on the generalist social work knowledge, skills, and values gained in the foundation year; apply advanced evidence-based theory in the assessment of client systems and the application of clinical social work skills within a rural environment.

2. Demonstrate the ability to apply research concepts and strategies that inform social work practice and programs.

3. Demonstrate proficiency and in-depth knowledge about evidence-based rural clinical practice and demonstrate insight into practice through ethical, critical, and developmental self reflection.

4. Apply advanced knowledge and skill and social work values in practice with diverse rural populations without discrimination related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

5. Demonstrate the ability to design, analyze, evaluate and change social policy, and to intervene against discriminatory and oppressive systems to advance social and economic justice.

6. Demonstrate understanding of the importance of ongoing professional development and the need for continuing supervision/consultation after graduation.

7. Use technology to advance practice skills and knowledge that enhances communication with clients and colleagues.

8. Synthesize and apply scientific knowledge of both normal and abnormal development and psychopathology to individuals and families.

9. Identify, implement, and evaluate appropriate interventions, reflective of a chose theory, and demonstrate a high level of self-awareness and autonomy in work with diverse clients, particularly with oppressed and disenfranchised populations.

MSW Program Goal 2: To foster a commitment to continuing education, maintaining competence in practice, and enhancing opportunities for MSW graduates for renewal and advancement within the profession.

Foundation curriculum objective derived from Goal 2:

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Advanced curriculum objectives derived from Goal 2:

3. Demonstrate proficiency and in-depth knowledge about evidence-based rural clinical practice and demonstrate insight into practice through ethical, critical, and developmental self reflection.

6. Recognize the importance of ongoing professional development and the need for continuing supervision/consultation after graduation.

MSW Program Goal 3: To prepare MSW students capable of promoting social and economic justice in rural environments.

Foundation curriculum objectives derived from Goal 3:

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession, describe and analyze past and present social welfare policy/policy research, and formulate and advocate for social policies against discriminatory and oppressive systems that advance social and economic justice.

6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Advanced curriculum objectives derived from Goal 3:

1. Build on the generalist social work knowledge, skills, and values gained in the foundation year; apply advanced evidence-based theory in the assessment of client systems and the application of clinical social work skills within a rural environment.

4. Apply advanced knowledge and skill and social work values in practice with diverse rural populations without discrimination related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

6. Recognize the importance of ongoing professional development and the need for continuing supervision/consultation after graduation.

7. Use technology to advance practice skills and knowledge that enhances communication with clients and colleagues.

### D. Key Terms

**Field Instructor -** The agency professional who supervises an ASU student directly.

**Student -** Social work students enrolled in field courses.

**Faculty Liaison -** The ASU faculty member assigned to work with the field instructor

and student in planning and evaluating the students learning experience.

**Director of Field Education -** The ASU 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.

## III. FIELD COURSES AND PLACEMENT PROCESS

### A. General Description of Field Experience

The field courses provide students with opportunities for supervised, hands-on experience with client systems ranging in size from individuals to communities. These clients should include persons who differ from the student in as many ways as possible but must include those who differ by gender and race/ethnicity. Other diverse groups include those who differ by age, sexual orientation, religious orientation, physical or mental abilities, and socioeconomic status. Learning experiences build from the Foundation Field courses leading to the Advanced Field courses. This progression of field education prepares students for independent practice.

### B. Preparation for the Field

Prior to entering the field, students are required to complete certain prerequisites. While completing field, students take co-requisites courses based on their Regular or Advanced plans of study. Please refer to the individual degree plans for specific prerequisites and co-requisites.

 **C.** **Student Eligibility for Field Experience**

To enter the field, students must meet several criteria.

1. Admission to the MSW Program with a minimum overall G.P.A of 3.0 for the Regular Program and 3.2 G.P.A. for the Advanced Program.

2. The student must complete the specified prerequisite courses as outline in their plan of study with a “B” or better.

3. The student must be enrolled in the appropriate co-requisite courses as outline in their course of study.

4. The student must be making progress as outlined in their plan of study toward graduation.

### D. Regular (Foundation) Field Expectations

During their first Foundation Field placement, students will have opportunities to observe professionals and work directly under their supervision taking an active role in all phases of generalist rural-based practice with them. Independent practice may be expected. Although the beginning Field students learning experience focus is on establishing relationships and working with individuals and families, they may be required to work with groups, organizations, and communities.

Student awareness of the impact of policies on practice is important to develop during

The Foundation Field placements. The agency can contribute by helping the student identify specific national or state policies (legislative, judicial, or administrative) that affect practice in their agency.

Foundation Field experiences 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.

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.

The student also learn 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.

### E. Advanced Field Expectations

Advanced Field builds on the generalist Foundation Field experience. The major difference between Foundation Field and Advanced Field is the development of independent clinical practice skills. Field education is a central component of ASU’s MSW Program and is anchored in the program’s mission, goals, and objectives. Advanced Field education is designed to prepare graduates for rural-based clinical practice with competence to address the needs of vulnerable populations. Advanced Field education meets the mission of the MSW Program by providing an avenue for students to master the knowledge, values, and skills necessary for rural-based clinical practice, apply evidence-based practices consistent with social work values and ethics, promote social justice in their practice, apply critical thinking skills to diverse client populations, and to use communication skills differentially across client populations. Through field education, graduates also learn the value of identifying with professional social work and the importance of lifelong learning.

### F. 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.

## IV. FIELD PRACTICE SETTINGS

The MSW Program, specifically the Director of Field Education, is responsible for developing and maintaining a variety of generalist and clinical 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. 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 graduate social work students as a worthwhile activity and agrees to support the goals and objectives of the ASU 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 ASU Social Work program.

4. The agency agrees to provide a field instructor with a minimum of an MSW and enable that field instructor 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

 students in placements from a variety agencies.

**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 Instructors

To be a Field Instructor with the ASU Social Work Program, agency professionals must meet the following criteria:

1. The person holds an MSW 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 responsibility and

 a meaningful activity.

3. The person is willing to invest time in weekly supervisory sessions, mid semester and final written and face to face evaluations including evaluations of the student, the Field Instructor, 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 Agency that does not employ an MSW

The MSW Program requires that the Field Instructor will have a Master of Social Work (MSW) degree from a CSWE-accredited MSW Program. When an agency does not employ an MSW practitioner who can supervise the student, an on-site Task Instructor who does not hold an MSW degree may supervise the student at the agency on a day-to-day basis. However, an MSW from another site must be assigned as the Field Instructor of record and provide a minimum of one hour weekly field supervision for the student. This person may work for the agency in another capacity, another agency, or be a social work faculty member from Arkansas State University.

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###  E. Field Instructor Training

Field Instructor Training is designed to enhance the quality of student supervision as field instructors identify with their roles as educators. New Field instructor Training is offered each semester. There is also a Clinical/Field Instructors Seminar offered by the College of Nursing and Health Professions each spring that provides continuing education in relevant areas to the field. In addition, Field instructors are invited to attend several workshops throughout the year sponsored by the Social Work Department and the College of Nursing and Health Professions.

## V. THE PLACEMENT PROCESS

Matching students with agencies is a team effort involving field agencies, the student, the

Director of Field Education and other faculty. The steps are described below.

###  A. Applying for Field Placement

The Director of Field Education will provide the student with the field application and further instructions. Students will submit their applications to the Director of Field Education indicating their top choices and interests for field placement. The application must include verification of professional liability insurance before it will be processed.

###  C. Tentative Placement Decisions

The Director of Field Education makes tentative placement decisions based on student preference, the availability of a suitable placement in the geographic area requested, and Field Instructor-student match. Students and prospective Field Instructors are notified in writing of the tentative decisions. Before a placement is finalized, the student arranges and completes a face to face interview with the prospective Field Instructor.

###  D. Student/Field Instructor Interview

The Director of Field Education makes tentative placement decisions based on student preference, the availability of a suitable placement in the geographic area requested, and Field Instructor-student match. Students and prospective Field Instructors are notified in writing of the tentative decisions. Before a placement is finalized, the student arranges and completes a face to face interview with the prospective Field Instructor.

**E. Placement Confirmation.**

If the Field Instructor and student agree that the match is a good one, the Department of Social Work will send the Field Instructor and the student a confirmation letter. The Field Instructor/agency is also sent the College of Nursing and Health Professions Affiliation Agreement to be signed by the designated agency administrator. This process is completed the semester before the field experience is to take place.

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###  F. Enrollment in Field Experience

To balance the size of the student groups meeting 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 the confirmation letter. Students are responsible for enrolling into the assigned section of Field.

### H. Field Orientation

Field orientations are scheduled each semester by the Director of Field Education. This orientation is mandatory. Several things are done in a short period of time. The orientation agenda will typically include reviewing the course syllabus and requirements, the learning agreement, time sheets, field evaluation form and expectations of professional behavior.

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## VI. 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 instructors 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 Instructors, 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 instructors.
8. Assign the field instruction grade in consultation with the field instructor and faculty liaison.
9. Conduct periodic 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 ASU is expected to do the following:

1. Assist the Field Instructor 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 Instructor 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 Instructor. Students keep the liaison abreast of progress through logs or process recordings, group conferences (seminar meetings in Field II), 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 Instructor 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. To be available to the Field Instructor and student for immediate consultation.

###  C. Expectations of Field Instructors

Field Instructors are expected to:

1. Provide the program with a current resume and agency profile if needed.

2. Orient the student to the agency.

3. Develop a learning agreement with the student.

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. Participate in Field Instructor training and in other opportunities for program-agency exchange.

7. Inform the Faculty Liaison of any problems or concerns promptly. (Examples include excessive absenteeism, illness, agency-related changes, tardiness, etc.)

###  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 instructor. The Task Instructor does not replace the field instructor but does need to be well informed of the program’s educational objectives, and understand his/her role in the student’s learning. The Field Instructor and the Social Work program provide the Task Instructor with the necessary resources to accomplish the educational task. The Field Instructor 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. Conduct himself/herself in a professional manner including:

* arriving and leaving according to schedule or notifying the field instructor of unforeseen circumstances (studying for a test is not an unforeseen circumstance)
* following agency policies and procedures,
* completing required agency and cause forms and assignments fully and on time
* dress in accordance with agency standards and professional attire

3. Seek guidance when appropriate and take action as needed.

4. Inform the field instructor, faculty liaison, and Director of Field Education when matters that might jeopardize the learning experience are present.

5. 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.

6. Use supervision well, (e.g., seek feedback on performance and prepare agenda items for meetings with the faculty instructor).

7. Engage actively in the evaluation process, seeking ongoing feedback from the field instructor and participating in the formal evaluation.

8. Prepare for weekly conferences with the field instructor 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.

9. Participate actively in all field seminars.

## VII. THE LEARNING AGREEMENT AND EVALUATION PROCESS

###  A. Student Learning Agreement

By the end of the second week in the placement, the Field Instructor with the student should complete the learning agreement form. The learning agreement can be downloaded from the website in the field section.

###  B. Evaluation

The student, Field Instructor and agency, and the Faculty Liaison and Field Program are evaluated at mid semester and final. The process for each evaluation period is described below.

###  1. Student Evaluation

The evaluation begins at Midterm with the Field Instructor, 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 Instructor and/or Faculty Liaison might provide additional support. Constructive feedback is also provided to the student by the Field Instructor 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 Instructor, Faculty Liaison and student will meet again for the final evaluation. Prior to the final evaluation, the student and the Field Instructor independently complete the evaluation and then meet to discuss their respective ratings. The Faculty Liaison then meets with them to review the Learning Agreement and Evaluation. The student is encouraged to take the lead in reviewing their achievements, growth areas, strengths and weaknesses. The Field Instructor 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 Instructor, and Faculty Liaison seek consensus about the student’s performance and the steps that should be taken to promote his/her personal growth. At the end of the semester, this evaluation is included in the Faculty Liaison’s calculation and assignment of a field grade.

###  2. Evaluation of the Field Instructor and Agency

In preparation for the final evaluation conferences, the student completes the Evaluation of the Field Instructor and Agency Evaluation Form. This form can be downloaded from the website. The evaluation is shared with the Field Instructor during the evaluation conference, after the evaluation of the student.

###  3. Evaluation of the Faculty Liaison and Field Program

In preparation for the evaluation conference, the Field Instructor completes the Field Program Evaluation form which may also be downloaded from the website. The evaluation is shared with the Faculty Liaison after the other evaluations are completed. This provides an excellent opportunity for the two professionals to model giving and receive feedback effectively.

## VIII. HELPFUL TIPS

###  A. Information

It is recommended that you pick up brochures and learn about the agency before starting field. Learn what people do in the organization. Get acquainted with the community agencies that serve as resources for your placement agency.

###  B. Working during Field

We strongly urge students to work no more than 20 hours in outside employment while enrolled in one of the Full-time Programs.

###  C. Tips for Field Instructors

Give students a checklist of people to meet. Have them learn what these people do and something about their background. Early on, give them a list of agencies to visit and information on referral procedures and services. Let your student experience all aspects of your program before narrowing the scope of activities.

Develop a notebook that includes relevant policies and procedures. Outline the dress code. Identify other “do’s and don’ts.”

## IX. FIELD EXPERIENCE PROCEDURES

###  A. Health and Safety of the Student

The physical safety of the student is a primary concern of the program. The Field Instructor 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. The student’s signature on the Student Learning Agreement serves as confirmation that this policy will be followed.

###  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. Appropriate Assignments

Students may be required to perform tasks which are routinely done by the professionals in the agency to the extent appropriate for their learning. However, students should not regularly spend hours filing or doing other secretarial tasks. It is helpful when the Field Instructor explains the learning purpose of an assignment to the student.

###  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 Instructor. 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 must explain his/her reasons. The student must also 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 Instructor will make a report to the Faculty Liaison and the Director of Field Education 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

Students may request field placement at their place of employment. To maintain the integrity of the program, and to insure that students receive a high quality education, the program follows the guidelines of the CSWE which appears below.

1. The agency and Field Instructor at the place of employment must meet the same qualifications as other Field Instructors and agencies where students are placed.

2. The Field Instructor for the educational experience must be someone other than the student’s work supervisor.

3. The student’s activities in the agency must provide new learning, and not merely a continuation of experience.

4. The learning agreement for the student must list how the projected activities will support program specific practice (generalist for the Regular Program and rural-based clinical

practice for the Advanced Program).

5. The ASU Faculty Liaison will monitor student learning and adherence to these criteria.

###  F. Problem-Resolution Process

Problems associated with social work students placed in agency settings occur, and are usually satisfactorily resolved by the student and Field Instructor. Typical problems concern student reliability and performance, student feeling that he or she are not getting sufficient learning assignments at the agency, or that the Field Instructor 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 Instructor and student. If a problem cannot be resolved by this group, then the Director of Field Education may be called for help. This is the normal course of events and usually results in an acceptable solution that enables the student to remain in the placement. Some problems may persist or be of a serious nature that they prevent the student from continuing in a particular placement, or even in the social work program. In these cases, transfer or termination may result.

###  G. Transferring a Student to a New Agency or Field Instructor

A request for a student transfer may originate from the student, the Field Instructor, or the Faculty Liaison for the following reasons. A student may request a transfer to another Field Instructor 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 Instructor may request a student’s within-agency transfer if the Instructor 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 Instructor 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.

###  H. 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 Master of Social Work Program.

###  1. Termination Initiated by an Agency

After problem-solving efforts have been exhausted or the agency administrator 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 (see Problem-Resolution Process). 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 Master of Social Work 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 Master of Social Work Program.

###  2. Termination Initiated by the Master of 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 Master of Social Work 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. With the option of 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 Master of Social Work 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 Master of Social Work Program. A time framework is generally allocated for which all corrective action and problem resolution must occur.

###  I. Students with Disabilities

Students who require adjustments in the Field due to a disability must first register with ASU Disability Services at 972-3964. Disability Services will notify each professor, including the Director of Field Education, of the student’s specific needs. It would be helpful for students to contact the Director of Field Education to clarify specific needs.

 **J. Hours**

Students graduating from this MSW Program will complete 1000 hours of field. Eligible students graduating from ASU’s BSW program, and eligible students who graduated from other accredited BSW programs, will be given credit for the 400 hours of field completed prior to entering the Advanced Standing Program at ASU. All students entering the Advanced Standing Program will be required to complete 600 hours of field along with their course work for the three semesters Advanced Standing Full-Time Program. Students enrolled in the Advanced Standing Part-Time Program complete the 600 field hours over two academic years. Each academic year, students complete a combined total of 300 hours of field work along with their course work. Graduating Advanced Standing Program students complete a total of 1000 field hours.

Students admitted to the Regular Standing Full-Time Program complete 400 hours of field along with their course work in the fall and spring semesters of the foundation year. After Regular Standing Full-Time Program students complete their foundation year of study, they follow the Advance Standing Full-Time Program curriculum. Students enrolled in the Regular Standing Part-Time Program complete this program over four academic years. The student begins their field education the second year of the program. Starting the summer of the student’s second academic year, students complete a combined total of 400 hours of field work along with completing a field seminar course. After Regular Standing Part-Time Program students complete their foundation year of study, they follow the Advance Standing Part-Time Program curriculum. Graduating Regular Standing Program students complete a total of 1000 field hours.

 **K. 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 MSW Program. In the event that a grade below a “C”

is received, the student may reapply to the Field Program after completing the required suspension period and any required corrective actions. Please refer to the MSW 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 ASU Student Handbook. If the student seeks a grade appeal, the MSW 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. Only one grade appeal is allow for the total Field experience.

 **L. 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 client striking the student worker, 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.

 M. 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 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.

**N. 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. Please refer to the field application for more information.

 **O. Facial/Body Piercing and Professional Attire**

Students should present to the agency dressed professionally at all times. Bare midriffs are not acceptable. Facial and body piercing(s) other than ear rings are not appropriate to wear to the field. This includes tongue piercing. Body art in the form of tattoos should be covered while on duty in the field placement.

**P. 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.

#### Revised June 2011

**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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *, CEO Date* |  | ARKANSAS STATE UNIVERSITY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Dr. Glen Jones Date Senior Associate Vice Chancellor for Academic Affairs and Research\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Susan Hanrahan, PhD DateDeanCollege of Nursing and Health Professions |

**APPENDIX B**

DEPARTMENT OF SOCIAL WORK

 **GRADUATE FIELD APPLICATION**

DEPARTMENT OF SOCIAL WORK

 **GRADUATE FIELD APPLICATION**

Please check the field section for which you are applying:

Part time foundation - Field I\_\_\_ Field II\_\_\_ Field III\_\_\_

Full time foundation - Field I\_\_\_ Field II\_\_\_

Part time advanced - Field I\_\_\_ Field II\_\_\_ Field III\_\_\_ Field IV\_\_\_

Full time advanced - Field I \_\_\_ Field II\_\_\_

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

Phone: Home\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Work\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASU Email address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current mailing address: Physical address: (for purpose of selecting placement)

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

Will you maintain employment during your field experience? Yes\_\_\_\_ No\_\_\_\_ If yes, please provide place of employment and hours that you plan to work.

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours of employment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Students will be required to submit professional liability insurance with this application with coverage through the end of the spring semester. Field Applications will not be accepted without it. If you are already covered, please attach a copy of your insurance policy and you may submit the renewal policy when it is due. Please submit a photo of yourself also. (This is to help faculty put faces with names since we communicate with you over the phone and by email)**

 Professional liability insurance student social workers can be purchased through various companies and students have the option to select their insurance provider. Coverage must be at least $1,000,000 per incident and $3,000,000 aggregate against any claim or injury. Students usually purchase their insurance through HPSO online at [www.hpso.com](http://www.hpso.com) at a reduced student rate. If you are a member of NASW, you may be interested in purchasing insurance through their provider. You can make application and payment on line for either one of these companies and print confirmation of your insurance while awaiting the actual policy.

Every effort will be made to place the student in their 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. Advanced placement field students may be allowed to stay at their current placement if the student, agency and faculty agree it is a good fit and all field learning objectives can be met.

If you have a specific agency where you would like to do your placement, please identify your

preferences:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rank in order five of your interests for field experience.

\_\_\_\_\_adolescents \_\_\_\_\_medical social work

\_\_\_\_\_children \_\_\_\_\_schools

\_\_\_\_\_corrections/prison \_\_\_\_\_substance abuse

\_\_\_\_\_hospice \_\_\_\_\_geriatrics

\_\_\_\_\_families \_\_\_\_\_veterans

\_\_\_\_\_mental health Other:\_\_\_\_\_\_\_\_\_\_\_\_\_

If you would like to remain at your current field placement, please indicate the name of the

agency and explain how this experience will be different and build upon what you have already

learned. How will this fulfill your learning agreement?

***Administration use only***

Date application received with insurance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Placement letter mailed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement/

Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Contact person\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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 Student Handbook and Field Manual..

1. I understand that course requirements for the different sections of field experience will be specified on the individual course syllabus. I understand that my internship will require graduate level social work supervision and I will arrange my schedule accordingly.

2. By submitting this application, I am now governed by the policies and procedures outlined in the Student Handbook and the Field Manual that can be reviewed on the ASU Social Work web site. I am also governed by the ASU Student Handbook that can be viewed on the Arkansas State University web site.

3. I understand that I am not guaranteed the placement of my choice and that adjustments to my personal work schedule may be required to complete my field experience.

4. I understand that I am responsible for my own transportation and that most placements require the use of a car. Do you have a car available for field? \_\_\_\_\_Yes \_\_\_\_\_No

5. I understand that if I use my own automobile to transport clients, I am liable in case of an accident and that I must have automobile liability insurance. (Please refer to your personal insurance policy for details)

6. I understand that I will be required to provide proof of professional liability insurance before I will be able to begin my field placement. Insurance must not lapse during any part of my internship. Failure to provide proof of insurance will result in not being able to begin my field placement and/or dismissal from the field placement.

7. 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.

\*Section 7 is copied from the State of Arkansas Social Work Licensing Act. A complete copy may be found on the Social Work Licensing Board web page.

Student signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Arkansas State University**

 **Department of Social Work**

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 instructor and your faculty liaison

 **Recognition of Social Work Values and Ethics**

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

Revised 6/21/11

**APPENDIX C**

ARKANSAS STATE UNIVERSITY

**SOCIAL WORK PROGRAM**

**GUIDELINES FOR FIELD EXPERIENCE WEEKLY LOG**

Instructions for completing the log: The primary purpose of the log is to encourage thoughtful planning and reflection to ensure that you get the most out of your field experience. Please use the following format when submitting your weekly log. The log should be typed. Cover page or top of first page should have the following information:

# Field Experience Weekly Log #: \_\_\_\_\_

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

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

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

Content of the log:

**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 D**

**ARKANSAS STATE UNIVERSITY**

**SOCIAL WORK PROGRAM**

**FIELD PROGRAM EVALUATION FORM**

**TO BE COMPLETED BY FIELD INSTRUCTOR/AGENCY PERSONNEL**

Circle the Semester: Fall Spring Summer Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check: Graduate \_\_\_\_\_\_\_\_ Undergraduate\_\_\_\_\_\_\_\_

Name of the Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Field Instructor (and Signature)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Name of Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Faculty Liaison\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The purpose of this form and the evaluation process is to recognize those aspects of the faculty liaison and field program that contribute to student learning and to identify growth areas. Field instructors, please complete this form at the end of the semester.

Please mail it to:

Field Director

Social Work Program

Arkansas State University

P. O. Box 2460

State University, AR 72467

**Field Program Evaluation Scale**

****

 **APPENDIX E**

**ARKANSAS STATE UNIVERSITY**

**SOCIAL WORK PROGRAM**

**FIELD INSTRUCTOR & AGENCY EVALUATION BY STUDENT**

Circle the Semester: Fall Spring Summer Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check: Graduate \_\_\_\_\_\_\_\_ Undergraduate\_\_\_\_\_\_\_\_

Date of the Evaluation Conference\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Field Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Agency\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Faculty Liaison\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Instruction**: The field Instructors have requested that students evaluate them in order to recognize those aspects of their performance and the agency environment that contribute to your learning as well as identifying things you would like to see changed. They pledge to accept constructive feedback and promise not to let criticisms affect their treatment or future evaluation of you, the student. Please complete this form prior to the final evaluation. Share it with your Field Instructor and Faculty Liaison after the three of you have conducted your evaluation.



 **APPENDIX G**

**APPENDIX F**

**Arkansas State University**

**Social Work Department**

**LEARNING AGREEMENT and FINAL EVALUATION**

**Graduate Foundation Field**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zip\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Home Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Site \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Site Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ext.\_\_\_\_\_\_\_**

**Field Instructor E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell/Pager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(Task Instructor information if appropriate)**

**Task Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ext.\_\_\_\_\_\_\_**

Task Instructor E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell/Pager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASU Faculty Liaison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Graduate Part time regular Field I\_\_\_ Field II \_\_\_ Field III \_\_\_ Year\_\_\_\_\_\_\_\_\_\_\_\_\_

Graduate Full time regular Field I\_\_\_ Field II \_\_\_ Year\_\_\_\_\_\_\_\_\_\_\_\_\_

Time Commitment for part time foundation: Field Experience I requires a total of 134 hours, Field Experience II requires 133 hours and Field III requires 133 hours.

Time Commitment for full time foundation: Field I and Field II requires 200 hours each. You should state as explicitly as possible the days and the hours you will be present as well as the beginning and ending dates.

**Beginning Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ending Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Monday** Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_ **Friday** Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_

**Tuesday** Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_**\_\_ Saturday** Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_

**Wednesday** Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_ **Sunday** Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_

**Thursday** Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_

**Supervision Schedule (must be one hour/week)**

**Day of week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

To the Student and Field Instructor - - About the Learning Agreement and Final Evaluation:

The Learning Agreement is intended to guide the student's learning experience. It should be the product of collaboration between the Field Instructor, Task Instructor (if one is involved in the practicum) and the student. The Learning Agreement will be the basis for the Final Evaluation completed by the Field and Task Instructors.

Instructions for Completing the Learning Agreement and Final Evaluation:

1. The student will develop ideas for the Learning Agreement based on prior discussion of field experience activities with the Field Instructor and suggestions from the Faculty Liaison. The student should write a rough draft and present the draft for discussion to the Field Instructor. The contents of the final document must be agreed to by all involved parties.

2. The student must type the final document. After completing the document, the student obtains all necessary signatures, makes two (2) additional copies and submits one copy to the assigned Faculty Liaison. The Liaison will review and approve the document. Both the Field Instructor and Student should retain a copy to be used for review. The Field Instructor will use their copy of the Learning Agreement for the Final Evaluation form at the end of the practicum.

3. The Learning Agreement serves as a guide to assess learning and performance throughout the semester. The Agreement is a tool for an informal mid-semester evaluation during the site visit with the Faculty Liaison to assess the progress of the student toward fulfilling roles, tasks and activities. If needed, mid-semester adjustments to the Agreement can be made at the site visit.

4. At the end of the semester, the Learning Agreement will be used as a basis for assessing student learning and performance. The Field Instructor should use their copy of the Learning Agreement form to complete the Final Evaluation. The Field Instructor will need to evaluate each objective with the rating scale and also the evaluation of professional work skills. All involved parties must sign the Final Evaluation form. A copy of the final learning agreement will be retained for the students social work file

**To the Student - - Helpful Hints for the Learning Agreement:**

Activities for each learning objective – document two or more tasks/activities for each objective. Use action verbs to describe your work (e.g., you are conducting, participating in, attending, collecting, compiling, analyzing, facilitating, interviewing or organizing various activities). Make sure that your activities/tasks can be measured to show that you have achieved your learning objective.

Evaluation Methods – Please note the method by which your field instructor will evaluate your work. For example, your field instructor could review your written work (e.g., daily logs, case notes, progress notes, treatment plans, process recordings and/or summary recordings), directly observe your work, discuss your work in individual and/or group supervision, review audio or video tapes of your work, or other methods. More than one method of evaluation is recommended for the field experience.

Outcomes – This section is to be completed at the end of the semester and should address the knowledge and/or skill(s) you have gained as a result of your planned activities.

*In this section of the Learning Agreement, students should identify the tasks and/or activities in which the student will engage during the semester, the method(s) by which the student will be evaluated for each task and the expected outcomes from the tasks/activities. Tasks and activities should clearly enable students to demonstrate competence relative to the specific learning objectives.*

*Note: Not all the items need to be addressed each semester; however, all should be addressed before the completion of the foundation field internship. .*

**Assessment and Intervention**

1. Demonstrate positive interviewing skills and utilize a problem solving model to assess client situations, develop treatment plans, determine effective interventions and evaluate outcomes. Student will demonstrate use of critical thinking in the assessment and planning process (Foundation objectives 1, 2, 6, 7, 9, 10, 11)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation -to be completed at conclusion of semester |
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**Site Visit Modifications and/or midterm recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #1

**Rating Scale Description**:

**1-Poor** Does not demonstrate social work assessment skills.

**2-Fair** Occasionally demonstrates appropriate social work assessment skills with frequent inconsistencies.

**3-Good**  Often demonstrates appropriate social work assessment skills, occasional inconsistencies.

**4-Very Good** Frequently demonstrates very good social work assessment skills, rare inconsistencies.

**5- Excellent** Consistently demonstrates excellent social work assessment skills.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #1

 1 2 3 4 5

**2. Student will utilize the generalist roles of a social worker. These roles can include but are not limited to broker, advocate, educator, case manager, counselor, facilitator and/or researcher. Provide tasks or activities that refer to the various roles student will perform. (Foundation objectives 2, 5, 6, 8, 9, 10, 11, 12)**

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or midterm recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #2

**Rating Scale Description**:

**1-Poor** Does not display the professional roles of a social worker.

**2-Fair** Occasionally displays the professional roles of a social worker but with frequent inconsistencies.

**3-Good**  Often displays the professional roles of a social worker, occasional inconsistencies.

**4-Very Good** Frequently displays the very good professional social work roles, rare inconsistencies.

**5- Excellent** Consistently displays the professional roles of a social worker.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #2

1 2 3 4 5

3. Facilitate or co-facilitate a task, self-help, and/or support group(s). (Foundation objectives 1, 2, 6, 7, 9, 10, 11)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or midterm recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #3

**Rating Scale Description**:

**1-Poor** Unable to display positive group skills needed to facilitate a group.

**2-Fair** Occasionally displays positive group skills with frequent inconsistencies.

**3-Good**  Often displays positive group skills, occasional inconsistencies.

**4-Very Good** Displays very good group skills, rare inconsistencies.

**5- Excellent** Consistently displays excellent skill in working with groups.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #3

1 2 3 4 5

4. Demonstrate knowledge of resources and coordinate with other agencies on behalf of the client. (Foundation objectives 1, 6, 10, 11, 12)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or midterm recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #4

**Rating Scale Description**:

**1-Poor** Is unable to display knowledge of resources and/or the ability to coordinate with other agencies.

**2-Fair** Occasionally displays knowledge of resources and ability to coordinate with other agencies, with frequent inconsistencies.

**3-Good**  Often displays knowledge of resources and ability to coordinate with other agencies, occasional inconsistencies.

**4-Very Good** Displays very good knowledge of resources and ability to coordinate with other agencies, rare inconsistencies.

**5- Excellent** Consistently displays excellent knowledge of resources and ability to coordinate with other agencies.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #4

1 2 3 4 5

**5. Advocate on behalf of client needs. (Foundation objectives 1, 2, 3, 4, 5, 6, 10, 11, 12)**

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or midterm recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #5

**Rating Scale Description**:

**1-Poor** Unable to display ability to advocate for client’s needs.

**2-Fair** Occasionally displays ability to advocate for clients’ needs with frequent inconsistencies.

**3-Good**  Often displays ability to advocate for client’s needs, occasional inconsistencies.

**4-Very Good** Frequently displays very good ability to advocate for client’s needs, rare inconsistencies.

**5- Excellent** Consistently displays excellent ability to advocate for client’s needs. .

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #5

1 2 3 4 5

6. Engage in community and/or organizational practice to improve the social welfare of a client system(s). (Foundation objectives 1, 2, 3, 4, 5, 6, 8, 10, 11, 12)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or midterm recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #6

**Rating Scale Description**:

**1-Poor** Is unable to display the ability to engage in community and/or organizational practice.

**2-Fair** Occasionally displays the ability to engage in community and/or organizational practice but with frequent inconsistencies.

**3-Good**  Often displays ability to engage in community and/or organizational practice, occasional inconsistencies.

**4-Very Good** Frequently displays very good ability to engage in community and/or organizational practice, rare inconsistencies.

**5- Excellent** Consistently displays excellent ability to engage in community and/or organizational practice.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #6

1 2 3 4 5

Human Behavior and the Social Environment

7. Apply theory/theories appropriately to client situations and/or behaviors using a lifespan development perspective. (Foundation objectives 1, 6, 7, 9, 11)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or midterm recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #7

**Rating Scale Description**:

**1-Poor** Unable to display knowledge of human behavior and the social environment as related to clients.

**2-Fair** Occasionally displays knowledge of human behavior and the social environment with frequent inconsistencies.

**3-Good**  Often displays knowledge of human behavior and the social environment as related to clients, occasional inconsistencies.

**4-Very Good** Frequently displays very good knowledge of human behavior and the social environment, rare inconsistencies.

**5- Excellent** Consistently displays excellent knowledge of human behavior and the social environment as related to clients.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #7

1 2 3 4 5

Diversity

8. Student will develop skills that are culturally competent and demonstrate the knowledge to effectively work with diverse client systems. These areas will include race, ethnicity, gender, disability, sexual orientation, and religion/spirituality. (Foundation objectives 1, 2, 3, 4, 6, 11, 10)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or midterm recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #8

**Rating Scale Description**:

**1-Poor** Is unable to display cultural competence and the ability to work with diverse populations.

**2-Fair** Occasionally displays cultural competence and the ability to work with diverse populations with frequent inconsistencies.

**3-Good**  Often displays cultural competence and the ability to work with diverse populations, occasional inconsistencies.

**4-Very Good** Frequently displays very good cultural competence and the ability to work with diverse populations, rare inconsistencies.

**5- Excellent** Consistently displays excellence in cultural competence and the ability to work with diverse populations.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #8

1 2 3 4 5

**Policy Practice**

9. Student will demonstrate knowledge of social policies and assess how clients, service providers and the social work profession is impacted. (Foundation objectives 1, 4, 5, 6, 8, 11)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or mid term recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #10

**Rating Scale Description**:

**1-Poor** Is unable to display knowledge of social policy and the impact to clients.

**2-Fair** Occasionally displays knowledge of social policy and the impact to clients with frequent inconsistencies.

**3-Good**  Often displays knowledge of social policy and the impact to clients, occasional inconsistencies.

**4-Very Good** Frequently displays very good knowledge of social policy and the impact to clients, rare inconsistencies.

**5- Excellent** Consistently displays excellent knowledge of social policy and the impact to clients.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #10

1 2 3 4 5

**Social and Economic Justice**

10. Develop an understanding of an area of inequality and injustice affecting the client system(s) in order to work toward a social justice goal. (Foundation objectives 1, 2, 3, 4, 5, 6, 8, 11, 12)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or midterm recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #11

**Rating Scale Description**:

**1-Poor** Does not recognize inequalities and injustices or makes recommendations for change.

**2-Fair** Occasionally able to assess an inequality and/or injustice to makes recommendations for change.

**3-Good**  Often able to assess inequality and injustice and make recommendations for system change.

**4-Very Good** Frequently displays very good ability to assess inequality and injustice and makes recommendations, rare inconsistencies.

**5- Excellent** Demonstrates excellent ability in assessing inequalities and injustice and able to make recommendations for system changes.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #11

1 2 3 4 5

##### Evaluation/Research

11. Collect, analyze, and use data to evaluate practice interventions or a social program in order to enhance services provided to client systems. (Foundation objectives 1, 2, 6, 8, 9, 11)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or mid term recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #11

**Rating Scale Description**:

**1-Poor** Does not demonstrate the understanding of research or ability to utilize research to improve services.

**2-Fair** Occasionally demonstrates understanding of research and ability to utilize research to improve services.

**3-Good**  Often displays understanding of research methods and data as related to client needs, occasional inconsistencies.

**4-Very Good** Frequently displays very good ability to analyze data and/or research as related to client needs, rare inconsistencies.

**5- Excellent** Consistently demonstrates excellent ability to analyze data and/or research as related to practice in order to best serve client needs.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #12

1 2 3 4 5

##### Values/Ethics

12. Identifies and follows social work values and demonstrates ability to identify and resolve ethical dilemmas relevant to the social work field. (Foundation objectives 2, 3, 11)

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| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation-to be completed at conclusion of semester |
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**Site Visit Modifications and/or mid term recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #12

**Rating Scale Description**:

**1-Poor** Does not display professional social work values and ethics.

**2-Fair** Demonstrates knowledge of professional social work values, but presents occasional inconsistencies.

**3-Good**  Most often displays professional social work values and ethics, occasional inconsistencies.

**4-Very Good** Frequently demonstrates very good professional social work values and ethics, rare inconsistencies.

**5- Excellent** Demonstrates excellent professional social work values and ethics in daily practice.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #13

1 2 3 4 5

# Learning Agreement Signatures:

# *My signature below indicates that I agree that the above-mentioned tasks/activities are achievable this semester. I have participated in the formation of this document and will fulfill my role to complete the activities planned.*

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

 ***Signature of Field Instructor Date***

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

 ***Signature of Task Instructor (If Applicable) Date***

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

 ***Signature of Student Date***

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 ***Signature of Faculty Liaison Date***

***Site Visit Summary Comments***

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**End of Learning Agreement**

**##**

**Evaluation of Student Basic Work Skills and Attributes (Foundation objectives 2, 10, 11)**

To the Field Instructor – After completing the bolded sections above relative to each Learning Objective, please use the following scale to rate your student’s basic work skills and attributes

Poor – Unable to display professional level of performance

Fair – Occasionally displays professional level of performance with frequent inconsistencies

Good – Often displays professional level of performance, occasional inconsistencies

Very Good – Frequently displays professional level of performance, rare inconsistencies

Excellent – Consistently displays professional level of performance

 Very

 Poor Fair Good Good Excellent

1. Demonstrates positive time management skills. 1 2 3 4 5

2. Works independently and is reliable. 1 2 3 4 5

3. Open to suggestions in supervision. 1 2 3 4 5

4. Implements supervision suggestions and instructions. 1 2 3 4 5

5. Copes appropriately with job demands and stresses. 1 2 3 4 5

6. Expresses opinions and ideas in useful manner. 1 2 3 4 5

7. Recognizes need for continued professional growth. 1 2 3 4 5

8. Relates appropriately to staff in agency 1 2 3 4 5

9. Relates appropriately to clients in agency. 1 2 3 4 5

10. Conducts self in professional manner and attire. 1 2 3 4 5

11. Responds to communications with respect and empathy. 1 2 3 4 5

12. Demonstrates professional writing skills. 1 2 3 4 5

13. Maintains accurate, complete, up-to-date records. 1 2 3 4 5

# Field Instructor recommendation of final letter grade \_\_\_\_\_

# Final Evaluation Signatures:

***My signature below indicates that I have either completed the evaluation or have reviewed the evaluation.***

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

Signature of Field Instructor Date

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

Signature of Task Instructor (If applicable) Date

 ***STUDENT RESPONSE TO EVALUATION***

\_\_\_\_\_ I agree \_\_\_\_\_ I agree with reservation \_\_\_\_\_ I disagree

 Students Comments (Optional)

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

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 ***Signature of Student Date***

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# *Signature of Faculty Liaison Date*

 (Revised 5/27/11)

**APPENDIX H**

**Arkansas State University**

**Social Work Department**

**LEARNING AGREEMENT and FINAL EVALUATION**

**Graduate Advanced Field Experience**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zip\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Home Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Site \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Site Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Field Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ext.\_\_\_\_\_\_\_**

**Field Instructor E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell/Pager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(Task Instructor information if appropriate)**

**Task Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Ext.\_\_\_\_\_\_\_**

Task Instructor E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell/Pager\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASU Faculty Liaison \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Advanced part time Field I\_\_\_ Field II \_\_\_ Field III \_\_\_ Field IV \_\_\_\_ Year\_\_\_\_\_\_\_\_\_\_\_\_\_

Advanced full time Field I\_\_\_ Field II \_\_\_ Year\_\_\_\_\_\_\_\_\_\_\_\_\_

Time Commitment for Advanced Part Time Field Experience: Field I requires a total of 100 hours, Field II requires 200 hours, Field III requires 100 hours and Field III requires 200 hours.

Time Commitment for Advanced Full Time Field Experience: Field I and Field II requires 300 hours each.

You should state as explicitly as possible the days and the hours you will be present as well as the beginning and ending dates.

Beginning Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ending Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Monday Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_ Friday Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_

Tuesday Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_ Saturday Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_

Wednesday Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_ Sunday Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_

Thursday Start Time \_\_\_\_\_\_\_End Time\_\_\_\_\_\_\_

Supervision Schedule (must be one hour/week)

Day of week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the Student and Field Instructor - - About the Learning Agreement and Final Evaluation:

The Learning Agreement is intended to guide the student's learning experience. It should be the product of collaboration between the Field Instructor, Task Instructor (if one is involved in the practicum) and the student. The Learning Agreement will be the basis for the Final Evaluation completed by the Field and Task Instructors.

Instructions for Completing the Learning Agreement and Final Evaluation:

1. The student will develop ideas for the Learning Agreement based on prior discussion of field experience activities with the Field Instructor and suggestions from the Faculty Liaison. The student should write a rough draft and present the draft for discussion to the Field Instructor. The contents of the final document must be agreed to by all involved parties.

2. The student must type the final document. After completing the document, the student obtains all necessary signatures, makes two (2) additional copies and submits one copy to the assigned Faculty Liaison. The Liaison will review and approve the document. Both the Field Instructor and Student should retain a copy to be used for review. The Field Instructor will use their copy of the Learning Agreement for the Final Evaluation form at the end of the practicum.

3. The Learning Agreement serves as a guide to assess learning and performance throughout the semester. The Agreement is a tool for an informal mid-semester evaluation during the site visit with the Faculty Liaison to assess the progress of the student toward fulfilling roles, tasks and activities. If needed, mid-semester adjustments to the Agreement can be made at the site visit.

4. At the end of the semester, the Learning Agreement will be used as a basis for assessing student learning and performance. The Field Instructor should use their copy of the Learning Agreement form to complete the Final Evaluation. The Field Instructor will need to evaluate each objective with the rating scale and also the evaluation of professional work skills. All involved parties must sign the Final Evaluation form. A copy of the final learning agreement will be retained for the students social work file

**To the Student - - Helpful Hints for the Learning Agreement:**

Activities for each learning objective – document two or more tasks/activities for each objective. Use action verbs to describe your work (e.g., you are conducting, participating in, attending, collecting, compiling, analyzing, facilitating, interviewing or organizing various activities). Make sure that your activities/tasks can be measured to show that you have achieved your learning objective.

Evaluation Methods – Please note the method by which your field instructor will evaluate your work. For example, your field instructor could review your written work (e.g., daily logs, case notes, progress notes, treatment plans, process recordings and/or summary recordings), directly observe your work, discuss your work in individual and/or group supervision, review audio or video tapes of your work, or other methods. More than one method of evaluation is recommended for the field experience.

Outcomes – This section is to be completed at the end of the semester and should address the knowledge and/or skill(s) you have gained as a result of your planned activities.

*In this section of the Learning Agreement, students should identify the tasks and/or activities in which the student will engage during the semester, the method(s) by which the student will be evaluated for each task and the expected outcomes from the tasks/activities. Tasks and activities should clearly enable students to demonstrate competence relative to the specific learning objectives.*

*Note: Not all the items need to be addressed each semester; however, all should be addressed within the advanced field experience sequence.*

Assessment and Intervention

1. Demonstrate the ability to complete bio-psychosocial assessments to identify client needs, barriers and/or the initial diagnosis based on theory and through use of the DSM IV. Student will demonstrate use of critical thinking in assessment and planning process. (Advanced objectives 1, 3, 4, 6, 7, 8, 9)

|  |  |  |
| --- | --- | --- |
| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation |
|  |  |  |

**Site Visit Modifications and/or mid term recommendations**

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| --- | --- | --- |
|  |  |  |

##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #1

**Rating Scale Description**:

**1-Poor** Unable to demonstrate appropriate social work assessment skills

**2-Fair** Occasionally demonstrates appropriate social work assessment skills with frequent inconsistencies.

**3-Good**  Often demonstrates appropriate social work assessment skills, occasional inconsistencies.

**4-Very Good** Usually demonstrates very good social work assessment skills, rare inconsistencies.

**5- Excellent** Consistently demonstrates excellent social work assessment skills.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #1

1 2 3 4 5

**2. Student will use positive communication skills with all client populations, colleagues and communities and demonstrate the professional use of self in social work practice. (1, 3, 4, 6, 7)**

|  |  |  |
| --- | --- | --- |
| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation |
|  |  |  |

**Site Visit Modifications and/or mid term recommendations**

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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #2

**Rating Scale Description**:

**1-Poor** Does not display professional communication skills as a social worker.

**2-Fair** Occasionally displays professional communication skills but with frequent inconsistencies.

**3-Good**  Often displays the professional communication skills as a social worker, occasional inconsistencies.

**4-Very Good** Frequently displays the very good professional communication skills with rare inconsistencies.

**5- Excellent** Consistently displays professional communication skills.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #2

1 2 3 4 5

**3. Demonstrate the ability to provide evidenced based interventions that have been researched to be clinically competent social work practices and consistently produce improved client outcomes. (Advanced objectives 1, 2, 3, 4, 6, 7, 8, 9)**

|  |  |  |
| --- | --- | --- |
| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation |
|  |  |  |

**Site Visit Modifications and/or mid term evaluation recommendations**

|  |  |  |
| --- | --- | --- |
|  |  |  |

##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #3

**Rating Scale Description**:

**1-Poor** Does not display the ability to provide evidenced based interventions with clients.

**2-Fair** Displays knowledge of evidenced based interventions, but often displays inconsistencies in practice with clients.

**3-Good**  Often displays ability to provide evidenced based interventions, practice and theory, occasional inconsistencies.

**4-Very Good** Usually displays a very good ability to provide evidenced based interventions, practice and theory, rare inconsistencies.

**5- Excellent** Consistently demonstrates excellent application of evidenced based interventions, practice and theory.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #3

1 2 3 4 5

4. Facilitate or Co facilitate a therapeutic group(s) (1, 3, 4, 6, 7, 8, 9)

|  |  |  |
| --- | --- | --- |
| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation |
|  |  |  |

**Site Visit Modifications and/or mid term recommendations**

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| --- | --- | --- |
|  |  |  |

##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #4

**Rating Scale Description**:

**1-Poor** Unable to display positive group skills needed to facilitate a group.

**2-Fair** Occasionally displays positive group skills with frequent inconsistencies.

**3-Good**  Usually displays positive group skills, occasional inconsistencies.

**4-Very Good** Displays very good group skills, rare inconsistencies.

**5- Excellent** Consistently displays excellent skill in working with groups.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #4

1 2 3 4 5

Diversity

5. Demonstrate cultural and spiritual sensitivity in clinical social work practice. (Advanced objectives 1, 4, 5, 6)

|  |  |  |
| --- | --- | --- |
| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation |
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**Site Visit Modifications and/or mid term recommendations**

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| --- | --- | --- |
|  |  |  |

##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #5

**Rating Scale Description**:

**1-Poor** Does not display cultural and spiritual sensitivity in clinical social work practice

**2-Fair** Displays knowledge of cultural and spiritual sensitivity, but often displays frequent inconsistencies in practice.

**3-Good**  Usually displays cultural and spiritual sensitivity in clinical social work practice, occasional inconsistencies.

**4-Very Good** Displays very good cultural and spiritual sensitivity in clinical social work practice, rare inconsistencies.

**5- Excellent** Consistently displays cultural and spiritual sensitivity in clinical social work practice.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #5

1 2 3 4 5

**Ethics**

**6. Engage in practice within the values and ethics of the social work profession. (Advanced objectives 1, 4, 5, 6)**

|  |  |  |
| --- | --- | --- |
| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation |
|  |  |  |

**Site Visit Modifications and/or mid term recommendations**

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| --- | --- | --- |
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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #6

**Rating Scale Description**:

**1-Poor** Does not display professional social work values and ethics.

**2-Fair** Demonstrates knowledge of professional social work values, but presents occasional inconsistencies.

**3-Good**  Most often displays professional social work values and ethics, occasional inconsistencies.

**4-Very Good** Frequently demonstrates very good professional social work values and ethics, rare inconsistencies.

**5- Excellent** Demonstrates excellent professional social work values and ethics in daily practice.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #6

1 2 3 4 5

7. Identify ethical and legal issues that occur in the clinical setting with emphasis in the rural setting and the role of social work related to those issues. (1, 3, 4, 5, 6)

|  |  |  |
| --- | --- | --- |
| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation |
|  |  |  |

**Site Visit Modifications and/or mid term recommendations**

|  |  |  |
| --- | --- | --- |
|  |  |  |

##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #7

**Rating Scale Description**:

**1-Poor** Is unable to identify ethical and legal issues in the clinical setting.

**2-Fair** Occasionally displays knowledge of ethical and legal issues in the clinical setting but with frequent inconsistencies.

**3-Good**  Often displays the ability to identify ethical and legal issues in the clinical setting, occasional inconsistencies.

**4-Very Good** Frequently displays the ability to identify ethical and legal issues in the clinical setting, rare inconsistencies.

**5- Excellent** Consistently able to identify ethical and legal issues in the clinical setting and demonstrate the appropriate role of the social worker.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #7

1 2 3 4 5

Policy

8. Student will demonstrate the ability to analyze the effects of social policy and advocate for changes that promote social justice. (Advanced objectives 1, 4, 5, 6)

|  |  |  |
| --- | --- | --- |
| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation |
|  |  |  |

**Site Visit Modifications and/or mid term recommendations**

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| --- | --- | --- |
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##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #8

**Rating Scale Description**:

**1-Poor** Does not display the ability to analyze social policy and advocate for change.

**2-Fair** Occasionally displays the ability to analyze social policy and advocate for change with frequent inconsistencies.

**3-Good**  Often displays knowledge of the ability to analyze social policy and advocate for change, occasional inconsistencies.

**4-Very Good** Frequently displays the ability to analyze social policy and advocate for change, rare inconsistencies.

**5- Excellent** Consistently displays the ability to analyze social policy and advocate for change.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #8

1 2 3 4 5

##### Evaluation/Research

9. Develop and utilize research skills that evaluate clinical practice. (Advanced objectives 1, 2, 3, 4, 5, 6, 9)

|  |  |  |
| --- | --- | --- |
| Task(s)/Activities to Meet Objective | Evaluation Method | Final Outcomes/Evaluation |
|  |  |  |

**Site Visit Modifications and/or mid term recommendations**

|  |  |  |
| --- | --- | --- |
|  |  |  |

##### FINAL Field Instructor Evaluation of task(s)/activities for Objective #12

**Rating Scale Description**:

**1-Poor** Does not demonstrate the understanding of research or ability to utilize research to improve services.

**2-Fair** Occasionally demonstrates understanding of research and ability to utilize research to improve services.

**3-Good**  Often displays understanding of research methods and data as related to client needs, occasional inconsistencies.

**4-Very Good** Frequently displays very good ability to analyze data and/or research as related to client needs, rare inconsistencies.

**5- Excellent** Consistently demonstrates excellent ability to analyze data and/or research as related to practice in order to best serve client needs.

Please circle the number that corresponds to the QUALITY of the student’s tasks/activities for Objective #12

1 2 3 4 5

# Learning Agreement Signatures:

# *My signature below indicates that I agree that the above tasks/activities are achievable this semester. I have participated in the formation of this document and will fulfill my role to complete the activities planned.*

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

 ***Signature of Field Instructor Date***

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

 ***Signature of Task Instructor (If Applicable) Date***

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

 ***Signature of Student Date***

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

 ***Signature of Faculty Liaison Date***

***Site Visit Summary Comments***

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

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**End of Learning Agreement**

**##**

**Evaluation of Professional Work Skills and Attributes**

To the Field Instructor – After completing the evaluation of each learning objective, please use the following scale to rate your student’s basic work skills and attributes

Poor – Unable to display professional level of performance

Fair – Occasionally displays professional level of performance with frequent inconsistencies

Good – Often displays professional level of performance, occasional inconsistencies

Very Good – Frequently displays professional level of performance, rare inconsistencies

Excellent – Consistently displays professional level of performance

 Very

 Poor Fair Good Good Excellent

1. Demonstrates positive time management skills. 1 2 3 4 5

2. Works independently and is reliable. 1 2 3 4 5

3. Open to suggestions in supervision. 1 2 3 4 5

4. Implements supervision suggestions and instructions. 1 2 3 4 5

5. Copes appropriately with job demands and stresses. 1 2 3 4 5

6. Expresses opinions and ideas in useful manner. 1 2 3 4 5

7. Recognizes need for continued professional growth. 1 2 3 4 5

8. Relates appropriately to staff in agency 1 2 3 4 5

9. Relates appropriately to clients in agency. 1 2 3 4 5

10. Conducts self in professional manner and attire. 1 2 3 4 5

11. Responds to communications with respect and empathy. 1 2 3 4 5

12. Demonstrates professional writing skills. 1 2 3 4 5

13. Maintains accurate, complete, up-to-date records. 1 2 3 4 5

# Field Instructor recommendation of final letter grade \_\_\_\_\_

# Final Evaluation Signatures:

***My signature below indicates that I have either completed the evaluation or have reviewed the evaluation.***

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

Signature of Field Instructor Date

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

Signature of Task Instructor (If applicable) Date

 ***STUDENT RESPONSE TO EVALUATION***

\_\_\_\_\_ I agree \_\_\_\_\_ I agree with reservation \_\_\_\_\_ I disagree

 Students Comments (Optional)

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

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 ***Signature of Student Date***

# *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

# *Signature of Faculty Liaison Date*

**APPENDIX I**

**Field Experience Incident Report**

**Arkansas State University**

**Department of Social Work**

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

**Name of student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**ID#** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

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

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

**Others involved (no client names):** \_\_\_\_\_\_\_\_\_\_

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**Description of incident and circumstances:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action taken: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**APPENDIX J**

**Field Experience Consultation Form**

**Arkansas State University**

**Department of Social Work**

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

**STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Agency/Placement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please provide the reasons for consultation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Faculty recommendations and/or follow up needed: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

Revised 5/27/11