

ASU Social Work Baccalaureate Program

Field Experience Manual

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

II. BACCALAUREATE SOCIAL WORK EDUCATION AT ASU

A. History of the Department

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

When the Social Work Program underwent the accreditation process in 2002, it was determined that the Program had grown tremendously and needed to become a separate department. With the division of the College of Arts and Sciences, the Social Work faculty decided that its best fit was in the College of Nursing and Health professions. The Department of Social Work was formed July 1, 2003. The Department is fully accredited through 2010.

The Department has two goals: (1) to prepare students for empowerment oriented generalist social work practice; and (2) to prepare students for graduate study in social work. Generalist practice is the application of professional knowledge, values, and skills to target any size system (individual, family, group, organization, community) for change. It employs a problem-solving process and relies on critical thinking. Generalist practitioners work within an organizational structure in which they use appropriate supervision and assume a wide range of professional roles (DuBois & Miley, 1996). These roles include broker, enabler/counselor, mediator, educator, evaluator, case manager/coordinator, advocate/activist (Kirst-Ashman & Hull, 1999). Empowerment oriented social workers focus on clients' strengths and adaptive skills as well as clients' competencies and potential. They work collaboratively with their clients. Empowerment joins personal power and political power so as to increase an individual's ability to control his or her destiny and alter systems, redistribute resources, open up opportunity structures, and reorganize society@ (Hartman, 1990; Lee, 1994 cited in DuBois & Miley, 1999, p. 28).

B. Outcomes and Values

The ASU Bachelor Social Work program is designed to achieve twelve (12) outcomes (knowledge and skill that can be measured). Graduates of the program will be able to:

1. apply critical thinking skills within the context of generalist social work practice;

2. practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity;
3. demonstrate the professional use of self;
4. understand the forms and mechanism of oppression and discrimination and the strategies of change that advance social and economic justice;
5. understand the history of the social work profession and its current structures and issues;
6. apply the knowledge and skills of generalist social work to practice with systems of all sizes (individual, family, group, organization and community);
7. apply the knowledge of biological, psychological, sociological, and spiritual factors that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems.
8. analyze the impact of social policies on client systems, workers, and agencies;
9. evaluate research studies and apply findings to practice, and under supervision, to evaluate their own practice interventions and those of other relevant systems;
10. use communication skills differentially with a variety of client populations colleagues, and members of the community;
11. use supervision appropriate to generalist practice;
12. function within the structure of organizations and service delivery systems with colleagues, and members of the community.

C. Values

The ASU Social Work Program is based on eight (8) fundamental values of the profession:

1. dignity of the individual;
2. confidentiality;
3. client self-determination;
4. non judgmental attitude of worker;
5. identification with social work as a profession;
6. value of human diversity;
7. respect for colleagues;
8. objectivity in the professional relationship.

The field experience sequence fits within this framework of goals, outcomes, and values. The field experience sequence consists of three courses. Field Experience I, a three (3) credit hour course, includes 156 hours of supervised practice in a social work agency and a weekly group seminar with other students and a Faculty Liaison. This course is can be taken the summer preceding or the fall semesters of the senior year. Field Experience II, a six (6) credit hour course, includes 260 hours of supervised field practice in a social work agency. This course is taken concurrently in the spring semester of the senior year with the Field Experience Seminar, a three (3) credit hour course, in which students use the problem solving process to help each other resolve placement issues and integrate leanings from the social work curriculum.

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 Field I to Field II leading the student to independent practice.

B. Preparation for the Field

Prior to entering the field, students are required to complete:

SW 2203	Introduction to social work
SW 3253	Social Work Practice I
SW 3303	Human Behavior and the Social Environment I
SW 3303	Human Behavior and the Social Environment II
SOC3383	Social Statistics
SOC3381	Social Statistics Lab
SOC4293	Methods of Social Research

(students may be allowed to take SOC3383, SOC3381 & SOC4293 during field I&II)

While enrolled in Field I (Fall Semester), students generally take these courses:

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

While enrolled in Field II (Spring Semester), students generally take

SW 4303	Social Work Practice III
SW 4283	Field Experience Seminar

C. Student Eligibility for Field Experience

To enter the field, students must meet several criteria.

1. The student must be admitted to the social work program, be in their senior year with a minimum G.P.A of 2.75 overall.
2. The student must have completed: Introduction to Social Work, Human Behavior in the Social Environment I and II, and Practice I.

3. The student must have a plan for graduating, at least by the end of the Fall semester of the year Field II is completed, signed by his/her advisor.

D. Field I Expectations

During Field I, students will have opportunities to observe professionals and work directly under their supervision taking an active role in all phases of practice with them. Independent practice is not expected. Working with groups, organizations, and communities may be part of the Field I experience. Generally the Field I experience focus is on establishing relationships and working with individuals and families.

Student awareness of the impact of policies on practice is important to develop during Field I. The agency can contribute by helping the student identify specific national or state policies (legislative, judicial, or administrative) that affect practice in their agency.

Field I and II help students develop professional behaviors needed to work with professionals in agencies. These behaviors include complying with agency policies and procedures, dressing appropriately, and behaving in a manner consistent with the NASW Code of Ethics.

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. Field II Expectations

The main difference between Field I and Field II is the development of independent practice skills. By the end of Field II, students should be able to perform the functions of professionals at an entry level.

F. Life Experience and Transfer Work

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

IV. FIELD PRACTICE SETTINGS

The social work program, specifically the Director of Field Education, is responsible for developing and maintaining a variety of field practice settings. The Director of Field Education makes a visit to the agency 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 undergraduate 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 a BSW 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 university, the social work 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 Department.

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 a BSW or 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 BSW

The BSW Program requires that the Field Instructor will have a Bachelors (BSW) degree or a Masters (MSW) degree from a CSWE-accredited Program. When an agency does not employ a BSW practitioner who can supervise the student, an on-site Task Instructor who does not hold a BSW degree may supervise the student at the agency on a day-to-day basis. However, a BSW 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.

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. Field Fair

Students learn about placement options through attending the annual Field Fair usually in February held at the Convocation Center and by reviewing agency materials including brochures and an Agency Profile which describes the agency and the duties students might perform. Field Fair invitations and field applications will be mailed to all eligible students.

B. Applying for Field I

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 interview is a very important step in the placement process. 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.

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.

G. Summer Orientation

Field experience is not offered in the summer at this time.

H. Fall Orientation

All Fall field students enrolled in Field I are required to attend an orientation session the first day of classes. This orientation is mandatory. Several things are done in a short time period of time. The orientation agenda will typically include reviewing the course syllabus and requirements, the learning contract, time sheets, field evaluation form and expectations of professional behavior.

I. Field II

Students that successfully pass Field I will be eligible for Field II. The Director of Field Education will send the students a Field II application. Students will typically move to another site in order to give them a diverse experience that is consistent with the generalist field of social work. Some of the larger agencies can move the students to another unit or allow the client to work with a different population to provide this diversity.

Field II. There is only one section of Field II. The student enrolls in this course through the usual registration process.

Field Seminar. In order to balance the field seminar classes and coordinate faculty liaison activities with the agencies, students will be assigned to their section of seminar by the Director of Field Education. Students will be notified in writing of their official placement and seminar class

Practice III. After receiving notification of the Field Seminar section assignment, the student enrolls in a section of Practice III that fits his/her schedule through the normal registration process.

Field II students will normally enter the field during the first week of classes. Students usually work 20 hours per week for 13 weeks to meet the 260 hour minimum requirement.

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.
11. Consult with the Program Director when assigning liaisons to agencies.

B. Expectations of Faculty Liaisons

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 completes all evaluation instruments in a timely manner.
6. Participate in Field Instructor training and in other opportunities for program-agency exchange.
7. Inform the Field 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. To seek guidance when appropriate and take action when appropriate.
 4. To inform the field instructor, faculty liaison, and Director of Field Education if necessary concerning any matters that might jeopardize the learning experience.
 5. To 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. To use supervision well, (e.g., seek feedback on performance and prepare agenda items for meetings with the faculty instructor).
 7. To engage actively in the evaluation process, seeking ongoing feedback from the field instructor and participating in the formal evaluation.
 8. To 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. Learning Contract

By the end of the second week in the placement, the Field Instructor with the student should complete the learning contract form. The learning contract 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 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 Field I and 10 hours while enrolled in Field II, so they can take advantage of the full range of learning opportunities an agency can provide.

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 POLICIES AND PROCEDURES

A. Health and Safety of the Student

The physical safety of the student is a primary concern of the program. The Field 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.

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 should explain his/her reasons. The student should report such incidents to his/her Faculty Liaison.

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

E. Placement in Employee Settings

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 objectives.
 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 feelings that s/he is 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/her field placement agency or by

a faculty member in the 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 Director of the Social Work Bachelor Program 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 Social Work Program.

2. Termination Initiated by the Social Work Program

If after a student has entered Field, and the Social Work faculty have a valid basis to believe a student's conduct has the potential to cause harm to clients, the program, or agency workers, the Director of Field Education may remove that student from the Field. In such cases, the Director of Field Education: (1) dismisses the student from the

program with an explanation of the offense and how the behavior fails to meet reasonable standards of conduct and; (2) offer a reasonable opportunity to modify the behavior which would involve corrective action on the part of the student which may include counseling (but not limited to) so that the student can comply with the standards of conduct; (3) or if the offense is deemed to be beyond correction, the student may be terminated from the 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 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 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 Field Director, of the student's specific needs. It would be helpful for students to contact the Field Director to clarify specific needs.

J. Hours

A minimum of 156 hours is required in Field I and 260 hours for Field II. This is a total of 416 hours. Students may not accumulate 416 hours and stop going to field prior to the end of the semester. A student may have additional hours accumulated and draw from those in the event of illness or unexpected absences. Students should turn in their time sheets to the Faculty Liaison at the class session following the end of the month.

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

K. Grade and Grades Appeal

A grade of "C" or better is required to successfully pass field. A grade below a "C" results in suspension from the program. In the event that a grade below "C" is received, the student may reapply to the field after completing the required suspension period and any required corrective actions. Please refer to the BSW Handbook for details regarding program

suspensions and/or program dismissals.

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

L. Incident Report

In the event that an incident occurs in your field placement, you should complete the incident report form found in the appendix and give it to the 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, discuss the event with your 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. 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

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

Appendix

APPENDIX A
AFFILIATION AGREEMENT

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

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

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

THE COLLEGE AND FACILITY JOINTLY AGREE THAT

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

THE COLLEGE AGREES TO

1. Maintain university accreditation by the North Central Association of Colleges and Schools and individual programs shall seek and maintain approval and/or accreditation by appropriate program approving bodies;
2. Be responsible for organizing and administering the program of education for students, standards of education, selection of faculty, the term of instruction, course content and students' experience, methods and hours of instruction, assignments, supervision and evaluation of students.
3. Disseminate all shared regulations, policies and procedures of the Facility to students and faculty engaged in the educational program.

4. Require students to carry professional liability insurance of at least \$1,000,000 each incident and \$3,000,000 aggregate against any claim or injury.
5. Accept the responsibility of assisting in the orientation of appropriate Facility personnel to the goals, objectives and educational methods of each educational program.
6. Require students to be vaccinated for Hepatitis B (or a signed release if a student declines that vaccination) and complete all other immunizations required by the facility.

THE FACILITY AGREES TO

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

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

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

"Force Majeure" Clause,

Neither party shall be considered in default in the performance of its obligations under this Agreement if such performance is prevented or delayed by Force Majeure. "Force Majeure" shall be understood to be any cause which is beyond the reasonable control of the party affected and which is forthwith, by notice from the party affected, brought to the attention of the other party, including but not limited to war, hostilities, revolution, civil commotion, strike, lockout, epidemic,

accident, fire, wind or flood because of any law, order, proclamation, ruling, regulation or ordinance of any government or subdivision of government or because of any act of God.

NAME OF SITE

ARKANSAS STATE UNIVERSITY

, CEO Date

Dr. Glen Jones Date

Senior Associate Vice Chancellor for
Academic Affairs and Research

Susan Hanrahan, PhD Date
Dean
College of Nursing and Health Professions

APPENDIX B

ARKANSAS STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
APPLICATION FOR SOCIAL WORK FIELD (SW4273)

To be an applicant for Field Experience I, you must be currently enrolled in Social Work Practice I or previously completed this course and be scheduled to graduate next spring.

Name: _____ ID _____

Advisor: _____ Overall G.P.A. _____

Phone: Home _____ Work _____ Cell _____

ASU Email address: _____

Current mailing address: _____ Current physical address: (for placement purposes) _____

Place of employment and work hours: _____ Year admitted to the program: Spring _____
(for field placement purposes)

Students will be required to submit a photo and proof of professional liability insurance with this application. Applications will not be accepted before May 1st and should be turned in by June 1st. Please do not fax forms to our office.

There are several sources in which you can purchase professional liability insurance and information on one source, HPSO is included with this application. If you are a member of NASW, you can purchase professional liability insurance through their provider and that information can be found on the NASW website. You can make application and payment on line for either one of these companies and print confirmation of your insurance while awaiting the policy. If you need to pay with a check or money order, you will need to complete this process through the mail, but be aware this may create sine delay before you will receive a copy of your policy. You will be required to hold valid professional liability insurance throughout the spring semester. **Therefore, you should NOT purchase your insurance until May 1st and should do so no later than May 15th.**

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 ASU Department of Social Work Field Manual.

1. I understand Field Experience I (SW 4273) requires a minimum of 156 hours of supervised social work practice experience and that Field I will meet for a seminar style class one time a week and I will receive further information regarding this in my placement letter. Field Experience II (SW 4296) requires 260 hours, and I will arrange my schedule accordingly. I will enroll in SW 4273 and in SW 4296 for the second semester placement.
2. I have completed my general education requirements and Practice I, (SW 4253) with an overall GPA of 2.75 or above, and I have been admitted to the social work program.
3. By submitting this application, I am now governed by the policies and procedures outlined in ~~ASU~~ Department of Social Work Field Manual.
4. I understand that I am not guaranteed the placement of my choice.
5. 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
6. I understand that I must submit proof of professional liability insurance with this application and that this insurance must not lapse during my fall or spring semester.
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: _____

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.

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

1. _____ 2. _____
3. _____ 4. _____

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

- | | |
|-------------------------------------|---------------------------------|
| _____abuse and neglect | _____at risk youth/communities |
| _____adolescents | _____children & youth services |
| _____crisis intervention | _____developmental disabilities |
| _____domestic violence | _____physical disabilities |
| _____families | _____geriatrics |
| _____homeless | _____community development |
| _____HIV/AIDS | _____hospice |
| _____medical social work | _____mental health |
| _____policy | _____pregnancy |
| _____substance abuse | _____school |
| _____corrections/prison | _____homeless |
| _____juvenile delinquency/probation | _____veterans |
| _____Other_____ | |

Administration use only

Date application received with insurance and photo: _____ Placement letters mailed _____

Placement/

Agency: _____ Contact person _____

Notes: _____

**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 2/14/11

APPLICATION FOR SOCIAL WORK FIELD II SW4283

Name: _____ ID _____

Phone: _____ ASU email address _____

Current Mailing Address: _____ Current Residence address: (placement purposes) _____

Current or Past Field Placement: (be specific) _____ Current Employer: _____

If you have a specific agency where you would like to do your placement, please identify your choices: (you may also write a more detailed request or circumstance on the back of this form)

1. _____ 2. _____

3. _____ 4. _____

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

_____ abuse & neglect	_____ at risk youth/community
_____ adolescents	_____ children
_____ crisis intervention	_____ corrections
_____ developmental disabilities	_____ physical disabilities
_____ domestic violence	_____ families
_____ geriatrics	_____ homeless
_____ housing and development	_____ policy
_____ hospice	_____ school based
_____ juvenile delinquency/probation	_____ medical social work
_____ mental illness	_____ pregnancy
_____ Veterans	
_____ other _____	

Director of Field Education Use Only:

Date received: _____

Notes: _____

APPENDIX C
Arkansas State University
Social Work Department
BSW LEARNING AGREEMENT and FINAL EVALUATION

Student Name _____ **Student ID** _____

Student Address _____ **Zip** _____

Student E-mail _____ **Home Phone** _____ **Cell** _____

Field Site _____

Site Address _____

_____ **Zip** _____ **Phone** _____

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 _____

Field Experience I SW 4273 ☐ Field Experience II SW 4296 ☐ Year _____

Time Commitment: Field Experience I requires a total of 156 hours. (12 hours a week for 13 weeks)
Field Experience II requires 260 hours. (20 hours a week for 13 weeks) 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. The Agreement 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 may handwrite or type the 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. Field Instructors should use their copy of the Learning Agreement form to complete the Final Evaluation. Field Instructors complete the evaluation of each learning objective and discuss their ratings and comments with the student. All involved parties must sign the Final Evaluation form. Two (2) additional copies should be made of the Final Evaluation form. One copy is turned in to the Faculty Liaison and the student and Field Instructor retain one copy each.

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

For each learning objective addressed in a semester, one or more tasks or activities that directly relate to the objective should be noted. Use action verbs to describe your work (e.g., you are conducting, participating in, attending, collecting, compiling, analyzing, facilitating, interviewing or organizing various activities). Every task that is completed and/or activity in which you plan to participate should be noted in the Agreement as addressing one or more objectives.

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 addresses the knowledge or skill(s) gained as a result of your planned activities. Use action verbs to describe the outcomes that you are striving for as you complete the various activities in your practicum (e.g., you will understand, be able to, demonstrate the ability to, and/or acquire skills in one or more areas as a result of each practicum activity).

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 across the two-semester experience.

Assessment and Intervention

1. Demonstrates positive interviewing skills and uses a problem solving model to assess client situations, plan for change, intervention and evaluate the outcomes.

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

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 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. Utilizes generalist practice roles of broker, advocate, educator, case manager, counselor, facilitator, researcher, or outreach. (Provide task activities that refer to the various roles student will perform)

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

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 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. (Co) Facilitates a task, self-help, and/or support group(s).

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

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 | 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 #4

1	2	3	4	5
---	---	---	---	---

4. Demonstrates knowledge of resources and coordinates with other agencies on behalf of a client system(s).

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

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** 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 #5

1 2 3 4 5

5. Advocates on behalf of clients needs.

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

Site Visit Modifications and/or mid term recommendations

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

Rating Scale Description:

1-Poor	Unable to display ability to advocate for clients needs.
2-Fair	Occasionally displays ability to advocate for clients needs with frequent inconsistencies.
3-Good	Often displays ability to advocate for clients needs, occasional inconsistencies.
4-Very Good	Frequently displays very good ability to advocate for clients needs, rare inconsistencies.
5- Excellent	Consistently displays excellent ability to advocate for clients needs. .

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

1	2	3	4	5
---	---	---	---	---

6. Engages in community and/or organizational practice to improve the social welfare of a client system(s).

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

Site Visit Modifications and/or mid term recommendations

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

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 #7

1 2 3 4 5

7. Applies theory (ies) appropriately to client situations and/or behaviors using a lifespan development perspective.

Site Visit Modifications and/or mid term recommendations

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

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.

1	2	3	4	5
---	---	---	---	---

Diversity

8. Develops cultural competence skills and knowledge to work effectively with diverse client systems related to race, national origin, ethnicity, physical or mental ability, sex, gender identification, sexual orientation, and religious or spiritual belief systems.

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

Site Visit Modifications and/or mid term recommendations

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FINAL Field Instructor Evaluation of task(s)/activities for Objective #9

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 #9

1	2	3	4	5
---	---	---	---	---

Policy Practice

9. Identifies and assesses the impact of relevant social policies on client systems, social agencies, and the social work profession.

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

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. Develops an understanding of an area of inequality and injustice affecting the client system(s) in order to work toward a social justice goal.

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

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 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

11. Collects, analyzes, and uses data to evaluate practice interventions or a social program in order to enhance services provided to client systems.

Site Visit Modifications and/or mid term recommendations

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

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.

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.

Task(s)/Activities to Meet Objective	Evaluation Method	Final Outcomes/Evaluation -to be completed at conclusion of semester

Site Visit Modifications and/or mid term recommendations

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FINAL Field Instructor Evaluation of task(s)/activities for Objective #13

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.

_____ <i>Signature of Field Instructor</i>	_____ <i>Date</i>
_____ <i>Signature of Task Instructor (If Applicable)</i>	_____ <i>Date</i>
_____ <i>Signature of Student</i>	_____ <i>Date</i>
_____ <i>Signature of Faculty Liaison</i>	_____ <i>Date</i>

<i>Site Visit Summary Comments</i>

End of Learning Agreement

##

Evaluation of Student Basic Work Skills and Attributes

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

	Poor	Fair	Good	Very Good	Excellent
1. Demonstrates positive time management skills.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Works independently and is reliable.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Open to suggestions in supervision.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Implements supervision suggestions and instructions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Copes appropriately with job demands and stresses.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Expresses opinions and ideas in useful manner.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. Recognizes need for continued professional growth.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. Relates appropriately to staff in agency	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. Relates appropriately to clients in agency.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. Conducts self in professional manner and attire.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. Responds to communications with respect and empathy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. Demonstrates professional writing skills.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13. Maintains accurate, complete, up-to-date records.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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)

Signature of Student

Date

Signature of Faculty Liaison

Date

Learning Agreement and Final Evaluation adapted from the St. Louis University School of Social Work.
Revised 5/6/10

APPENDIX D

Social Work Intern Time Record

Name: _____

Month: _____

Week 1 Beginning: _____ Through: _____

Date	In	Out	In	Out	Daily Hrs

Weekly Total

Week 2 Beginning: _____ Through: _____

Date	In	Out	In	Out	Daily Hrs

Weekly Total

Week 3 Beginning: _____ Through: _____

Date	In	Out	In	Out	Daily Hrs

Weekly Total

Week 4 Beginning: _____ Through: _____

Date	In	Out	In	Out	Daily Hrs

Weekly Total

Week 5 Beginning: _____ Through: _____

Date	In	Out	In	Out	Daily Hrs

Weekly Total

I certify this time to be correct.

Total Hours _____

Student Signature

Field Instructor's Signature

Note: Field Instructors please ~~strike through~~ any blank sections before applying signature. Thank You.

APPENDIX E
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 F

**ARKANSAS STATE UNIVERSITY
SOCIAL WORK PROGRAM
FIELD INSTRUCTOR & FIELD AGENCY EVALUATION BY STUDENT**

Circle the Semester: Fall/Summer/Spring: Year: _____

Date of the Evaluation Conference: _____

Name of the student: _____

Name of Field Instructor: _____

Name of Agency: _____

Name of Faculty Liaison: _____

Check the appropriate evaluation: Mid-term: _____ Final: _____

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 both the mid-term and final evaluations. Share it with your Field Instructor and Faculty Liaison after the three of you have conducted your evaluation.

Field Instructor & Field Agency Evaluation Scale

Performance Description	Not at all	Adequately	To a great extent
Field Instructor explained resources available for clients in service delivery area.			
Field Instructor explained eligibility criteria for resources utilized.			
Field Instructor provided knowledge of inter-agency relations.			
Field Instructor explained procedures to make inter-agency referrals.			
Field Instructor helped find resources to meet serviced delivery gaps.			
Field Instructor provided proper instruction about the agency's purpose, programs, and procedures.			
Field Instructor helped develop a nurturing relationship between agency and field student.			
Field Instructor provided opportunity for field student to work independently as appropriate.			
Field Instructor provided opportunity for field student to fulfill learning contract.			
Field Instructor supervision and consultation was available.			
Field Instructor provided input on field student's growth areas and strengths.			
Field Instructor treated field student professionally.			
Field Instructor displayed appropriate social work values.			
Field Instructor displayed professional social work skills and knowledge.			
Constructive criticism was taken by staff from field student.			
Staff cooperated with field student.			
Client files were accessible to field student.			
Overall the agency and Field Instructor facilitated field student's learning>			

Comments: The Field Instructors welcome your comments, especially when you've checked "Not at All"

APPENDIX G
ARKANSAS STATE UNIVERSITY
SOCIAL WORK PROGRAM
FACULTY LIAISON & FIELD PROGRAM EVALUATION FORM

Semester (F/S/Sp) _____ Year: _____

Name of 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 Coordinator
Social Work Program
Arkansas State University
P.O. Box 2460
State University, AR 72467

Faculty Liaison and Field Program Evaluation Scale

Performance description	Not At All	Adequately	To a Great Extent
The faculty liaison was available for consultation			
The faculty liaison was supportive and helpful, a sounding board.			
The faculty liaison kept me informed of changes in Social work program policies and procedures.			
The faculty liaison had a caring, nurturing Relationship that facilitated the student's learning.			
The faculty liaison modeled a non-judgmental Attitude.			
The faculty liaison was flexible.			
The faculty liaison gave me the information I Needed to help the student learn.			
The faculty liaison displayed appropriate social work values.			
The faculty liaison displayed professional social work skills and knowledge.			
* The following items relate to the program.			
This student came with a basic knowledge of Agency functions and referral sources.			
The student had knowledge of the DSM IV, as a reference tool.			
The student recognized values conflicts.			
The student was prepared to do assessments and to document case involvement.			
The student had relationship-building skills.			
The field orientation & training I received Prepared me for my role as a field instructor.			

Overall, how would you assess your experience with the ASU Field Program this semester? Would you want to be a field instructor next semester? Also, please explain any ratings of "not at all".

APPENDIX H
Field Experience Incident Report
Arkansas State University
Department of Social Work

Undergraduate _____ Graduate _____

Name of student: _____

Date of incident: _____ Time of incident: _____ Location: _____

Agency: _____

Field Instructor: _____

Faculty Liaison: _____

Others involved (no client names): _____

Description of incident and circumstances:

Reporters signature _____ Date: _____

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

Undergraduate____ Graduate____

Faculty signature: _____ **Date:** _____