

# FIELD EDUCATION HANDBOOK

## Social Work Program



DEPARTMENT OF SOCIAL WORK  
College of Health & Human Services  
Southeast Missouri State University

(revised October 2007)

# TABLE OF CONTENTS

	PAGE
<b>Introduction</b>	
Social Work Field Education .....	1
Generalist Social Work Practice Defined .....	1
Core Learning Objectives for Generalist Social Work Practice .....	2
Field Education Courses and Credit .....	3
<b>Field Education Policies and Procedures</b>	
Requirements for Enrollment in Field Education .....	4
Area Concentration Achievement Test (ACAT) .....	5
Procedure for Placement of Students in Field Agencies.....	5
Placement of a Student at Current Work Setting .....	7
Placement of a Student in a Field Agency without an Approved Field Instructor .....	8
Payment of Students in Field Education.....	8
Development of the Student Learning Agreement .....	9
Grievance Policy and Procedures .....	10
Criteria for Selection of Field Agencies .....	11
Criteria for Selection of Field Instructors .....	12
Cooperative Agreement between the University and Field Agencies .....	13
Orientation, Training and Communication with Field Agencies and Field Instructors.....	13
Confidentiality .....	13
<b>Administrative Relationships and Responsibilities</b>	
Responsibilities of the Department of Social Work .....	14
Responsibilities of the Director of Field Education.....	14
Responsibilities of the Faculty Liaison.....	15
Responsibilities of Students.....	16
Responsibilities of Field Agencies.....	17
Responsibilities of the Field Instructor .....	18
Journal.....	19

## Evaluation

Evaluation of Student Performance in Field Placement .....	20
Field Instructor's Evaluation of the Field Liaison .....	20
Field Instructor's Program Evaluation.....	21
Student's Program Evaluation .....	21
Student's Field Placement Evaluation .....	21
Student's Evaluation of Faculty Liaison.....	22
Evaluation of Social Work Program.....	22

## APPENDICES

Mission, Goals and Objectives of the Department of Social Work.....	i
Field Agency Pre-Placement Interview Form for Field Instructor .....	ii
Field Agency Pre-Placement Interview Form for Student.....	iii
Application for Field Education.....	iv
Advisor's Certification Form .....	vi
Evaluation of Student Performance In Field Education Placement.....	vii
Core Learning Objectives for Generalist Social Work Practice .....	viii
Narrative Evaluation .....	x
General Guidelines for Field Experience Between Dept. of Social Work and Field Agency .....	xii
Field Agency and Field Instructor Data Sheet.....	xiii
Field Education Program Evaluations	
Field Instructor's Evaluation of the Field Liaison.....	xiv
Field Instructor's Program Evaluation .....	xv
Student's Program Evaluation.....	xvii
Student's Placement Evaluation .....	xix
Student's Evaluation of Faculty Field Liaison.....	xxi
Syllabus SW449 Integrative Seminar .....	xxii
Syllabus SW450-451 Field Education .....	xxvii
National Association of Social Workers Code of Ethics .....	xxxii

## **NOTICE OF NONDISCRIMINATION**

Applications from all persons are welcomed. Women, minorities, disabled persons are especially encouraged to apply. Southeast Missouri State University does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability. Inquiries concerning the application of these regulations to the University may be directed to the University Affirmative Action Officer or the Office for Civil Rights/Department of Education. Please direct inquiries to the Assistant to the President, Southeast Missouri State University, Room 222 Academic Hall, One University Plaza, Cape Girardeau, MO 63701, (573) 651-2524.

Situations may arise in which students believe that they have not received fair treatment by a representative of the University, or have concern about the performance, action, or inaction of a member of the staff or faculty, which affects the student. Wherever possible, the student should approach the faculty or staff member first in an attempt to resolve the matter. Unresolved concerns involving faculty should be taken to the Chairperson of the department and then to the Dean of the college. Unresolved concerns involving non-faculty staff should be taken to the staff member's supervisor and then to the next higher supervisor.

In the event of a complaint alleging discrimination, the student may contact the Associate Vice President for Enrollment Management, the Dean of Students, the Affirmative Action Officer, or the Dean of a College.

**FIELD EDUCATION MANUAL**  
**DEPARTMENT OF SOCIAL WORK**  
College of Health and Human Services  
Southeast Missouri State University

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**INTRODUCTION**

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**SOCIAL WORK FIELD EDUCATION**

Field Education at Southeast Missouri State University provides a unique means for enhancing the integration of theory and practice by providing students with actual experiences to utilize and expand acquired values, knowledge, and skills in a social work practice setting. In other settings, Field Education is also referred to as a practicum or internship. Prior to Field Education, students with a major in social work receive a basic education from a liberal arts perspective along with a foundation in social work values, ethics, practice and research, empirical knowledge, social welfare policy and delivery systems, human behavior and the social environment, social and cultural diversity, social and economic justice, and professional ethics.

These and other related courses provide the theoretical orientation and foundation for understanding the relationship between individuals and their social environments. Integrated within the curriculum is content in relation to understanding people as members of diverse groups, organizations, and communities. In addition, students learn basic skills in interviewing, problem solving and intervention strategies. They are also introduced to essential social work practice principles, values and ethics. Social and economic justice is well integrated into the curriculum as students are equipped to examine issues affecting their clients and society, engage in critical thinking, and develop appropriate professional and personal responses.

The primary goal of Field Education is to prepare students for entry-level social work generalist practice. The Field Education experience places increased demands on students intellectually, emotionally, and professionally. Therefore, students should be adequately prepared to assume responsibility, exhibit professional behavior by having met all required criteria for admission to the Field Education Program, and adhering to professional standards.

**GENERALIST SOCIAL WORK PRACTICE DEFINED**

Generalist practice is the use of a wide range of professional roles, methods, and skills for applying the planned change process in diverse settings. The foundation of generalist practice draws on empirically based knowledge, social systems and ecological perspectives, and the strengths orientation in promoting increased empowerment and self-determination for multi level client systems. Generalist practice addresses both private concerns and public problems. Grounded in social work values and ethics, generalist practice seeks to support diversity and social and economic justice with emphasis on populations-at-risk.

## CORE LEARNING OBJECTIVES FOR GENERALIST SOCIAL WORK PRACTICE

These objectives are the minimum requirements for competent, beginning generalist social work practice as defined by the Social Work Program.

1. Demonstrate and promote values of the social work profession and its ethical standards and principles.
2. Demonstrate self-awareness in the helping process, including awareness of one's own ethnicity, culture, values, and beliefs.
3. Demonstrate understanding of the purposes of the profession and the roles of a social worker in the specific field agency.
4. Demonstrate a clear understanding of the agency system, the agency's mission, functions, programs, resources, policies, procedures, and channels of communication.
5. Demonstrate understanding of global, federal, state, and local policies that impact the lives of the client population served by the field agency.
6. Demonstrate the ability to develop and maintain professional and ethical relationships with coworkers, collateral contacts, and clients of the field agency.
7. Demonstrate culturally appropriate professional skills in verbal and non-verbal communication.
8. Demonstrate professional skills in the quality and timeliness of written communication.
9. Demonstrate competence in the use of technology in practice.
10. Demonstrate skills in the culturally sensitive application of the planned change process including engagement, assessment, planning, implementation, evaluation, and termination of services.
11. Demonstrate knowledge and understanding of generalist social work practice skills with all levels of client systems, micro, mezzo, and macro.
12. Demonstrate knowledge, understanding, and appreciation of cultural differences, and respect for all persons including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
13. Demonstrate the ability to appropriately use professional supervision to enhance learning.
14. Demonstrate the ability to recognize forms and mechanisms of exploitation and discrimination that negatively impact individuals or groups and their access to resources in the field agency's client population, and identify appropriate empowerment interventions, including advocacy.
15. Demonstrate ability to relate knowledge and theories, including empirical research and social work theories, to interactions among and between individuals and social systems (i.e. families, groups, organizations, and communities).
16. Demonstrate professionalism in personal appearance, timeliness, and other behavior.
17. Demonstrate a personal identification with the social work profession beyond normal work-related duties and responsibilities.

## FIELD EDUCATION COURSES AND CREDIT

In order to graduate with the Bachelor of Science Degree, with a major in Social Work all students are required to successfully complete Field Education which consists of 480 clock hours of generalist social work practice experience in a designated field agency under the supervision of a professional social worker serving as the Field Instructor. Field Education is undertaken after the student has completed all other requirements for graduation except Field Education. **Students may not take additional course work during Field Education.**

The Field Education courses are:

- SW450 Field Education (6 credits);
- SW451 Field Education (6 credits);
- SW449 The Social Work Integrative Seminar (3 credits).

Students may only complete the Field Education requirements in a field agency, under the supervision of a Field Instructor, approved by the Department of Social Work. If at any time a student is asked to leave a field agency due to illegal, unprofessional, or unethical behavior, or due to student's consistent inability to meet basic requirements, the student will fail SW449, and SW450-451. If the student is removed from the assigned field agency due to circumstances beyond the student's control, the Director of Field Education and the Faculty Liaison will work with the student to get that student another Field Placement as soon as possible.

The above three courses must be taken concurrently; the courses cannot be taken separately. A student must satisfactorily pass all three of these courses during the same semester. If a student fails any one of the courses, then all three courses would have to be taken over. There is no guarantee that a student will be admitted to Field Education for a second attempt to satisfactorily complete the requirements.

On the first day of the semester, all students who have been admitted to Field Education must attend an Orientation to Field Education, conducted by the Director of Field Education. From the second day of the semester until the end of the semester, students are assigned to field agencies four days each week, Monday through Thursday. On Friday mornings, students must participate in the Integrative Seminar on the campus led by the Director of Field Education. During the Integrative Seminar, students also meet every week with their Faculty Liaison.

Field Education is the culminating experience of the baccalaureate student's education, allowing the student to apply social work professional values, foundation knowledge, research and empirical theories and knowledge, with actual practice experience in an approved social work agency under the direct supervision of a professional social worker. The purpose of the Field Education experience is to allow the student to apply his or her acquired knowledge while developing social work generalist practice skills, and demonstrate beginning competency in those generalist practice skills as defined in the Core Learning Objectives for Generalist Social Work Practice contained in this manual.

## **FIELD EDUCATION POLICIES AND PROCEDURES**

### **Requirements for Enrollment in Field Education**

Students wishing to be enrolled in Field Education must meet the following requirements:

1. Complete all prerequisites established by the faculty of the Department of Social Work and the University by the end of the semester preceding admission to Field Education.
2. The semester immediately preceding the semester for which the student is applying, he or she must submit an Application for Field Education to the Director of Field Education by the announced deadline. The Application for Field Education can be obtained from the office of the Department of Social Work, or from the Director of Field Education.
3. Preparation of the Application requires that the student meet with his/her academic adviser to audit the student's transcript. The advisor must certify with his/her signature on that portion of the Application form, that the student meets all academic requirements for admission to Field Education.
4. Arrange a pre-placement interview with the Field Instructor to whom he/she has been referred by the Director of Field Education within seven working days, and be accepted by the Field Instructor for placement in that field agency. If the first referral does not result in a placement opportunity for the student, the Director of Field Education will refer the student to at least one other field agency. The Department of Social Work cannot guarantee that every student will be placed in a field agency.
5. Submit the required Field Education Fee; this fee covers the cost of professional liability insurance (malpractice insurance). No student will be allowed to participate in Field Education without insurance coverage.
6. The semester immediately preceding the semester for which the student is applying, he or she must register with the Missouri Department of Health and Senior Services Family Care Safety Registry. The appropriate State forms must be completed and accompanied by any required fee(s). The Social Work Department will receive from the Registry a criminal background check, a child abuse and neglect screening, and other critical background screening information. The results of these screenings could render a student ineligible for certain field education assignments as well as prevent a student from enrolling in Field Education. This screening complies with all Missouri Statutes.

In the event that a student has already registered as a result of previous or current employment, the student will provide his/her name and social security number to the Director of Field Education for verification purposes. Background check information will then be accessed by the Director from the Family Care Safety Registry.

The prerequisites for enrollment in Field Education include the following:

1. Completion of at least 105 University credit hours.
2. The student must have a cumulative 2.5 GPA (Grade Point Average) or a cumulative GPA of 2.25, plus a GPA of 2.75 in the required professional foundation courses. The required professional foundation courses are: SW110, SW201, SW207, SW221, SW242, SW307, SW308, SW310, SW321, SW322, SW323, and SW342.
3. Completion of all University Studies requirements.
4. Completion of all required professional foundation courses and social work electives with a minimum grade of "C."
5. Successful completion of the University's Writing Proficiency Exam and California Critical Thinking Skills Test.
6. Completion of the Area Concentration Achievement Test (ACAT) or any other required professional competency examination.

### **Area Concentration Achievement Test (ACAT)**

All students are required to complete the Area Concentration Achievement Test (ACAT). The ACAT will be scheduled by the Director of Field Education the semester prior to enrolling in the field education courses. The ACAT is a nationally normed test designed to measure general social work knowledge in eight critical substantive areas: diversity, populations at risk, social and economic justice, values and ethics, policy and services, social work practice, human behavior in the social environment, and research methods. The ACAT scores will be used to assess individual student performance in each of these areas. Students who score at or below the 40th percentile in any of the eight areas tested will be required to do a developmental assignment in that area during the field education experience. Developmental assignments will be included in the Student Learning Agreement and will be graded by the Field Liaison on a pass/fail basis. Failure to satisfactorily complete developmental assignments will result in failing the field education courses.

### **Procedure for Placement of Students in Field Agencies**

**Policy:** The Department of Social Work has sole responsibility for approving field agencies and Field Instructors, placing social work students in approved agencies, and managing and evaluating such placements. Social Work Field Education is an educational learning experience designed to give students an opportunity to learn by practicing social work methods in an on-the-job learning experience. Students' individual growth and development, along with the acquisition of social work skills and beginning competence in generalist social work activities, are the primary concerns of the Department of Social Work in making field placement decisions.

Field agencies have the right to accept, or decline to accept, a student referred to them for field placement. The Director of Field Education may refer a student to more than one field agency, if a field agency declines a placement. Diligent effort will be made to assist every student to finalize a placement in a University approved field agency. The University and the Department of Social Work cannot guarantee placement of students in field agencies.

**UNDER NO CIRCUMSTANCES IS A STUDENT TO CONTACT ANY FIELD AGENCY FOR POSSIBLE PLACEMENT WITHOUT CONSENT FROM THE DIRECTOR OF FIELD EDUCATION.**

Procedures for placement of students in field agencies are designed to place students in field agencies where each student will have the opportunity to:

- Observe the practice other social workers,
- Perform a wide range of professional roles and methods
- Develop skills for applying the planned change process in diverse settings.

**Procedure:** The placement of students in field agencies involves the following process:

1. The student must submit an Application for Admission to Field Education in the semester immediately before the student is expected to enroll in Field Education. The student must also attend the Field Education Information Meeting when scheduled by the Director of Field Education.
2. As part of the preparation of the Application for Admission to Field Education, the student must meet with his/her Academic Advisor for the Advisor's certification that the student has met all the academic requirements for Field Education. The signature of the Academic Advisor is required on the form to indicate that the student has met all the academic requirements for Field Education.
3. The student submits her/his Application for Admission to Field Education to the Director of Field Education by the required deadline established and published each semester. The student should retain copies of the Application for their own files, including one to be given by the student to the Field Instructor during the placement interview.
4. The Director of Field Education reviews each student application to insure that the student meets the requisite criteria. The Director of Field Education then meets individually with each student to gather the student's input as to interest in setting and/or agency.
5. The applications are then submitted by the Director of Field Education to the Social Work faculty for review. During this review the Director of Field Education and the faculty make a determination of appropriate field agency assignment(s).
6. The Director of Field Education will contact each prospective field agency instructor to determine willingness to interview and/or accept student for the upcoming semester.
7. The student is then referred by the Director of Field Education to the selected Field Instructor(s) to arrange an interview. At the interview, the student will provide the Field Instructor with a copy of her/his Application for Admission to the Field Education Program.
8. During the interview, the Field Instructor and student will discuss the learning experiences available in that agency. The Field Instructor will also assess the student's expectations, knowledge, experience, and personal characteristics as indications of the student's potential for success in the placement.

9. Following the interview, the student and the Field Instructor complete their respective Pre-placement Assessment forms and return them to the Director of Field Education. The Director of Field Education will meet individually with each student to evaluate the assessments. If both assessment forms are positive, the Director of Field Education will confirm the placement with the student and the Field Instructor.
10. If there is any problem with the evaluations, the Director of Field Education will discuss available alternatives with the student, and develop an alternative plan.

### **Placement of a Student at Current Work Setting**

**Policy:** The faculty of the Department of Social Work prefers that a student not attempt his/her Field Education in an agency where he/she is employed. Educational objectives are the primary focus of Field Education. Those educational objectives are based on the student entering into a field agency where, through new learning experiences, the student can develop and demonstrate competence in generalist practice.

There is great concern that such placements may not afford the student adequate opportunity for learning, growth and development. Educational objectives are not always consistent with employment-related expectations, and this can cause conflicts for the student/employee, as well as other problems. It also places the Faculty Liaison and Director of Field Education in the awkward position of monitoring a situation which is assumed from the outset to be potentially problematic.

In the event the student is employed by an Agency that is not an approved field agency, consideration of such a placement is contradictory to more than one Field Education policies. Although such placements are rarely approved, a student may submit a request to the Director of Field Education to have the faculty consider approval of an exception to this policy.

**Procedure:** In the event a student feels it necessary to request an exception to this policy, the following conditions must be met:

1. The student must include a request for an exception to the policy, in writing, with his/her Application for Field Education. The request should give the name of the social service organization where the student is employed, the student's current job title, and a brief description of student's current duties and responsibilities as an employee.
2. As succinctly as possible, please state the reasons why the student thinks the exception is necessary.
3. All Field Education duties and responsibilities, counted toward the required 480 hours for Field Education, must be totally separate and different from those associated with the student's current and any previous job descriptions. Describe how the Field Education assignment in this organization would be different from the student's duties and responsibilities as an employee.
4. The Field Instructor for the "student" must not be anyone who has supervised the employee at any previous time. Describe in the written request for exception how the organization will comply with these requirements.

5. The Administration of the organization must agree to the terms of this type placement. Please provide a written statement from the agency's director accepting the above requirements, should approval be granted.

The Director of Field Education will notify the student of the faculty's decision in response to the request within thirty days of receipt of the request.

### **Placement of a Student in a Field Agency without an Approved Field Instructor**

**Policy:** Students in Field Education must receive field instruction and be supervised by a member of the social work profession, holding a baccalaureate or graduate degree from an institution of higher education accredited by the Council on Social Work Education. The faculty also recognizes that there may be rare occasions when a field placement opportunity may offer a student a valid learning opportunity, but no professional social worker is present in the agency to provide field instruction and supervision. The faculty will consider a request for an exception to this policy when it is presented by the Director of Field Education, but reserves the right to approve or deny such a request.

**Procedure:** When the Director of Field Education, for any reason, considers using a field placement that does not have a properly credentialed Field Instructor, the situation must be presented to the faculty for review and approval before such placement can be used. In such instances, the Director of Field Education must present a written plan to the Department Chairman and faculty outlining how adequate educational supervision will be provided for the student. The plan must:

1. Provide the rationale for using the placement;
2. Provide for weekly, one hour face to face supervision by a member of the Department of Social Work faculty to reinforce social work values and the social work perspective;
3. Provide the name of an individual who will provide the daily supervision, their credentials, and supervisory experience.

### **Payment of Students in Field Education**

**Policy:** Students in Field Education may not be paid wages or a salary for their services while performing field-learning experiences. Students may accept scholarships, educational grants, and stipends. Field agencies wishing to provide a scholarship or educational stipend to the student in field placement must inform, in writing, the Director of Field Education in advance. The amount of the scholarship, grant, or stipend should be given in the notification along with any expectations or obligations that may be tied to receipt of such funds. The Director of Field Education will inform the faculty of the Department of Social Work of such proposals. The faculty reserves the right to approve or decline such placement arrangements.

## Development of the Student Learning Agreement

**Policy:** Every student in Field Education will develop a Student Learning Agreement that details the learning experiences to be attempted by the student during the placement. The Student Learning Agreement must also include the evaluation methods to be used by the Field Instructor to evaluate the student's performance of the learning experiences. Any concerns or problems in developing, implementing or evaluating the Student Learning Agreement should be brought to the attention of the Faculty Liaison immediately. The Student Learning Agreement is used at mid-term, and at the end of the semester, to evaluate the student's performance and assign the final grade.

**Procedure:** By the end of the third week of the Field Education semester, the student must have developed a Learning Agreement that reflects the student's individualized learning goals, while fulfilling the required Core Learning Objectives for Generalist Practice. The format of the Student Learning Agreement is:

- The Core Learning Objectives for Generalist Practice.
- A minimum of three learning experiences (tasks) for every objective.
- Evaluation methods, the process of evaluating the student's performance in undertaking the learning experiences.
- Time frame for completion of tasks.

Development of the Student Learning Agreement proceeds in several steps:

1. As part of the student's orientation to the field agency, during the first two weeks of the semester, the student and Field Instructor meet for working conferences to outline the range of learning opportunities available within the field agency. The learning opportunities (tasks) should then be considered in relation to each of the required Core Learning Objectives for Generalist Practice. The student can then begin to write the Student Learning Agreement.
2. Student and Field Instructor should also discuss methods of evaluating the student's performance of learning experiences so that they can be constructively used to develop that portion of the Student Learning Agreement.
3. Time frames for completion of each task are defined by the student and the Field Instructor.
4. As the student develops drafts of the Learning Agreement, consultation can be sought from the Field Instructor, the Faculty Liaison, and the Integrative Seminar on Friday mornings.
5. By the end of the third week of the semester, the student should submit the Student Learning Agreement to the Field Instructor for **APPROVAL**, and then to the Faculty Liaison for review and approval. The student, Field Instructor and the Faculty Liaison should each sign and retain a copy of the Student Learning Agreement for their files.

## Grievance Policy and Procedures

**Policy:** When a student or Field Instructor disagrees with an action taken by the Department of Social Work or the field agency related to the administration of the Field Education Program Policies and Procedures, that student or Field Instructor may follow the procedures outlined in the Grievance Policy procedures. The Field Education Grievance Policy and Procedures will provide adjudication for students' and Field Instructor's grievances regarding the following:

1. Assigned field agency's responsibility for executing the Student Learning Agreement.
2. Assigned student's responsibility to meet expectations of student performance.
3. Evaluation of student's performance.

Other matters regarding the student's education and welfare will be governed by the appropriate Southeast Missouri State University policy.

**Procedure:** The following steps should be taken by the student and/or Field Instructor in order to expedite a satisfactory and acceptable solution to the involved party's grievance:

### Step 1:

1. Initial discussion of the grievance should take place between the student and the field agency Field Instructor.
2. If the grievance cannot be resolved at the agency level, a conference should take place with the student, Field Instructor, and the designated Faculty Liaison.
3. If the grievance is still unresolved, the Director of Field Education should be consulted by any of the involved parties involved. A conference should then be arranged with as many of the parties as is necessary to resolve the issue.

*Every effort should be made to resolve the grievance at this level. However, if the grievance cannot be resolved at Step 1, Step 2 should be initiated.*

### Step 2:

1. A grievance letter should be presented to the Director of Field Education. The letter should contain the following:
  - a. Explanation of grievance.
  - b. Time frame and dates.
  - c. Steps already taken to resolve the problem by the parties involved.
2. Upon receipt of the grievance letter, the Director of Field Education will arrange:
  - a. Individual meetings with the student, Field Instructor, and Faculty Liaison.
  - b. A conference with all parties involved based on prior individual meetings.

*If the grievance cannot be resolved at Step 2, Step 3 should be initiated.*

### Step 3:

1. The grievance letter, the Director of Field Education's written assessment of Step 2, and other supporting documentation will be presented to the Chair of the Department of Social Work.
2. A conference will be arranged with the student, Field Instructor, Faculty Liaison, Director of Field Education, and the Chair of the Department of Social Work.

Any grievance that cannot be adjudicated at the Department level will follow the policies of Southeast Missouri State University judiciary procedures and shall be referred to the appropriate University personnel and/or body.

### **Criteria for Selection of Field Agencies**

Social service agencies and organizations that agree to join the University faculty in an educational partnership to provide a structured learning environment where students, through daily practice experiences, can creatively learn generalist social work practice skills and meet the criteria are called **field agencies**.

**Policy:** All field agencies must meet and maintain the criteria established by Department of Social Work in order to have students in field placements in that organization. Field agencies are selected based on their willingness to collaborate with the Department of Social Work staff to meet the educational needs of students in the Field Education program, and their ability to offer social work practice experiences that allow students positive learning experiences consistent with generalist practice and the program's Learning Objectives.

Organizations must be committed to social work education and therefore willing to participate as a field agency for several years. This means that they understand that students in field placements are there to achieve educational objectives and not to perform organizational functions, unrelated to social work education. The organization must be willing to make a long-term commitment to developing the relationship with the University, and develop the competence of the Field Instructor as an educator and supervisor. One-time field placements for one student are not consistent with the overall goals and objectives of the Department of Social Work.

The Director of Field Education has responsibility for recruiting social service organizations to serve as field agencies to meet the needs of students enrolled in Field Education. The Director of Field Education is also responsible for monitoring the field agencies to insure that they continue to meet the educational standards established by Council on Social Work Education.

**Procedure:** The Director of Field Education contacts social and health services organizations to interpret the Field Education program, solicit their participation, collect information about the agency, and determine if the organization meets the Department's criteria to serve as a field agency.

Field agencies must meet the following criteria:

1. **Overall consistency with the program objectives of the Department of Social Work,** and a long-term commitment to serve as a field agency. (Interest in a one-time field placement does not meet these criteria.)
2. **Close proximity to Southeast Missouri State University,** allowing for close communication and collaboration between the field agency and the University, and for programmatic oversight by the Director of Field Education and the Faculty Liaison who are based at the University. Boundaries of placements are Festus-Crystal City to the north, Poplar Bluff to the west, Kennett to the south, and Anna, Illinois to the east.
3. **Employment of a professional social worker** who holds a BSW or MSW from a school accredited by the Council on Social Work Education to serve as Field Instructor.

4. **Policies and procedures consistent with the Code of Ethics of the National Association of Social Workers.**
5. **A strong commitment to the value of educating undergraduate social work students** for beginning professional practice.
6. **Programs and services** that offer students learning experiences in establishing and maintaining helping relationships with a diverse cultural and ethnic agency clientele, consistent with generalist practice and the program's Learning Objectives.
7. **Allow the Field Instructor to attend Field Education Seminars conducted by the Department of Social Work. (Minimum expectation is one training seminar a year.)**
8. **Provide a professional work environment** for the student that is safe and decent, including adequate workspace, telephone access, necessary office supplies, and equipment to perform the duties and responsibilities to be assigned.

### Criteria for Selection of Field Instructors

The staff person from the agency or organization who assumes the responsibility for teaching and supervising a student is called a **Field Instructor**.

**Policy:** A Field Instructor must meet the following criteria:

1. Earned a baccalaureate or graduate degree from an institution of higher learning accredited by the Council on Social Work Education.
2. A minimum of two years practice experience after receiving either degree, and be a competent self-regulated practitioner.
3. Have a thorough knowledge and understanding of generalist social work practice.
4. Have a demonstrated identification with the social work profession, and a commitment to social work education and the objectives of the Department of Social Work.
5. Skills in teaching and supervision.
6. Agree to attend Field Education seminars, at least one training seminar a year.

**Procedure:** The Director of Field Education is responsible for recruiting, documenting qualifications, providing orientation, training and ongoing communication with Field Instructors.

1. The Director of Field Education meets with the prospective Field Instructor to determine interest and availability to serve as a Field Instructor. Agency administrators may also be contacted to engage their participation.
2. To document the mutual agreements between the University and the field agency and document the qualifications of the Field Instructor, the following forms are signed and placed in the Department of Social Work files prior to placement of students:
  - a. General Guidelines for Field Experience Between Southeast Missouri State University and the Field Agency.
  - b. The Field Agency and Field Instructor Data Sheets.

## **Cooperative Agreement between the Department of Social Work and the Field Agency**

The Department of Social Work asks that all organizations willing to serve as a field agency sign a cooperative agreement that defines the respective responsibilities of the two organizations. A copy of the signed Cooperative Agreement is provided to the field agency and one placed in the Department's files. The Director of Field Education will insure that a Cooperative Agreement has been properly signed within the last twelve months and is on file prior to a student beginning a field placement in a field agency. A copy of the agreement is contained in the Appendices of this manual.

## **Orientation, Training and Communication with Field Agencies and Instructors**

The Director of Field Education is responsible for developing an annual schedule of training events for Field Instructors. Training events are held a minimum of once per semester. Faculty Liaisons and the Director of Field Education share responsibility for maintaining open communication with field agencies and Field Instructors through regular agency visits and telephone contacts. The Social Work Program Advisory Committee is responsible for reviewing the Field Education Program and providing guidance and their insight on the program's development.

## **Confidentiality**

In Field Education, students are expected to adhere to the tenets on Privacy and Confidentiality contained in the NASW Code of Ethics. Students are expected to read those principles and know them. Students are expected to respect clients' right to privacy, to disclose information only when appropriate with valid written consent from a client or person legally authorized to consent on behalf of a client, and properly inform clients of the nature of confidentiality and the limits of that confidentiality.

The student is expected to become familiar with the policies and procedures of the field agency governing confidentiality and those policies and procedures must be observed without exception. The Field Instructor should be consulted, during supervisory conferences, regarding any uncertainty, questions or presenting problems, to obtain clarity regarding the field agency's position.

In the event that a student is unclear about appropriate behavior regarding the field agency's policies and procedures governing Privacy and Confidentiality, the student must immediately contact the Field Instructor. In the event the Field Instructor is not available, the Faculty Liaison or a member of the faculty should be consulted immediately.

## **ADMINISTRATIVE RELATIONSHIPS AND RESPONSIBILITIES**

### **Responsibilities of the Department of Social Work**

The members of the faculty of the Social Work Department are charged by the University with responsibility for the development of policies and procedures that govern Field Education, that are consistent with the approved mission, goals and objectives of the Social Work Program. The faculty is also responsible for oversight of the program to insure that it meets the expectations and requirements of the University, the Council on Social Work Education, and the Social Work profession. To fulfill these responsibilities, the faculty's responsibilities include:

1. Review and approve all policies and procedures related to the Field Education Program.
2. Review and approve all applicants for admission to Field Education and their assignments to field agencies.
3. Review and approve all field agencies and evaluate their performance in providing Field education to determine their continued participation as a field agency.
4. Review Progress Reports prepared by the Director of Field Education and the Faculty Liaisons on student progress at mid-term and semester end, as well as at other times when necessary.
5. Review the report provided to the faculty at the end of each semester by the Director of Field Education on student performance, Evaluation of Field Instructors and Agencies, and Student Exit Interviews. These reports are combined at the end of the year for an overall review of program annually.
6. The Department faculty may request additional reports of the Director of Field Education and faculty members serving in the role of Faculty Liaison whenever necessary, for administrative purposes or other reasons.

Members of the faculty are designated by the Department Chairperson each semester to serve as Faculty Liaisons for Field Education. The Director of Field Education is assigned responsibility for oversight and development of the Field Education Program, including recruiting field agencies, providing orientation, training and consultation to Field Instructors, placing students in field agencies and coordinating the effective implementation of Field Education Program policies and procedures.

### **Responsibilities of the Director of Field Education**

The Director of Field Education has administrative responsibility for the Field Education Program including:

1. Communication with students, faculty, and Field Instructors on all significant matters related to the Field Education Program;
2. Screening Applications for Admission to the Field Education Program;
3. Coordination of the placement of students in field agencies, and assignment of the Faculty Liaisons;
4. Orientation to Field Education for students;

5. Recruitment of field agencies, development of mutually beneficial collaborative relationships and evaluation of outcomes;
6. Communication with Field Instructors and development of ongoing training programs for Field Instructors;
7. Conducting the Field Education Integrative Seminar (SW 449);
8. Collection of all Field Education information, files, contracts and data, and compilation of necessary reports;
9. Investigate complaints and grievances related to the field experience and report to the Chairperson of the Department of Social Work.

### **Responsibilities of the Faculty Liaison**

As part of their semester workload, members of the faculty are assigned the role of Field Liaison. They are expected to provide oversight of the educational experience to insure that the Field Education experience of each student is consistent with the mission, goals and objectives of the Department of Social Work. Responsibilities of the Faculty Liaison include:

1. Develop working relationships with the assigned Field Instructors to enhance the delivery of a quality educational experience for every student.
2. Conduct a minimum of three site visits, augmented by telephone contacts, per semester, to each field agency to consult with the Field Instructor and the student about the student's progress and performance. The Faculty Liaison will serve as a resource to Field Instructors on the integration of practice and academic learning.
3. Faculty Liaisons assigned in any given semester will provide information to the Director of Field Education regarding a field agency's performance in providing the expected educational experience.
4. Conduct weekly conferences with assigned students about field experiences to assist students to integrate knowledge, values and ethics into their practice and to help them recognize opportunities for, and areas of personal growth.
5. Discuss with the student expectations for journaling including format, content, and submission timelines.
6. Provide timely feedback on weekly journals submitted by students.
7. Insure that the Learning Agreement developed by the student and the Field Instructor adequately addresses each student's learning needs and meets the educational objectives established by the Department.
8. Obtain feedback from students regarding their judgments of the field agency's effectiveness in meeting the educational needs of students in placement.
9. Maintain all records related to the field placement including the Learning Agreement, time sheets, the journal, evaluations, and correspondence. At the end of the semester all documentation, except the Journal, will be submitted to the Director of Field Education, to be filed in the student's permanent file.
10. Mediate any issues which may arise among or between the student, Field Instructor, the field agency, and the Department of Social Work.

## Responsibilities of Students

Student responsibilities include:

1. In the semester immediately preceding the Field Education semester, the student must attend the Field Education Information Session, and submit the Application for Admission to Field Education by the published deadline.
2. It is the responsibility of the student to inform the Director of Field Education of any situation in a field agency where there may be, or give the appearance of being, a conflict of interest. Conflict of interest is defined as any situation which could adversely influence the objectivity, integrity, or professional commitment of the Field Instructor by virtue of family relationships or other ties.
3. The student must arrange a preliminary interview with the Field Instructor at the field agency within two weeks after being referred by the Director of Field Education, and be accepted for field placement by a field agency.
4. Students enrolled in Field Education must satisfactorily complete 480 hours of fieldwork, over one full semester (16 weeks) in the assigned field agency. Because the course is designed to provide the students with situations which reflect most of the expectations one can anticipate upon entry into practice, the student observes the agency's calendar rather than the university's calendar. Students work Monday through Thursday in the assigned field agency (approximately 32 hours). Under no circumstances will a student be allowed to complete the field experience before the end of the 15th week of the semester.
5. Students must attend and participate in the Integrative Seminar on Fridays. Students must attend class, actively participate in class discussions, and successfully complete assignments in order to receive a passing grade.
6. Students must attend weekly meetings with his/her assigned faculty liaison. These sessions are to discuss field experience; to assist students in integrating knowledge, values, and ethics into their practice; and to help students recognize opportunities for areas of personal growth. Students are also required to submit weekly journals to their liaisons. The purpose of journaling is described on page 19 of the Field Education manual. Participation in weekly liaison sessions including journaling will account for 20% of the student's SW449 Integrative Seminar grade. This score is submitted to the SW449 instructor at the end of each semester by the faculty liaison.
7. The student must have reliable personal transportation to facilitate reporting to the field agency each day and as needed to complete task assignments such as home visits, meetings, etc.
8. Assume primary responsibility for developing the Student Learning Agreement (within the first three weeks) in relation to the educational goals and the student's interests so that these can be translated into the field learning experiences.
9. Exercise the principle of confidentiality at all times with regard to case materials, agency files and any other information obtained through the relationship with the field agency, in compliance with the field agency's policies and congruent with the conditions of the Health Insurance Portability and Accountability Act (HIPPA) and the National Association of Social Workers Code of Ethics.

10. Adhere to agency dress code, regulations, and procedures in carrying out assigned tasks and activities, and immediately report to the Field Instructor any instances when agency policies and procedures may have been violated.
11. The student must promptly notify the agency Field Instructor in case of unavoidable tardiness, absence, or illness. The student must also notify the Faculty Liaison within a reasonable time of any absences. Excessive absence from the Field Education site or the Field Integration Seminar can result in dismissal from the program and/or a failing grade.
12. The student must meet with the Field Instructor for a one hour face-to-face Supervisory Conference each week. The student shall prepare an agenda prior to conferences. A typical agenda may include such matters as: (1) clarity about the underlying dynamics of observed behavior, (2) issues in forming relationships involving clients, staff and agency collateral contacts, (3) selective use of practice skills related to the planned change process, ethical, cultural, and social justice issues.
13. The student must be prompt in meeting deadlines set by the Field Instructor and the Instructor of the Integrative Seminar.

Students may only complete the Field Education requirements in a field agency, under the supervision of a Field Instructor, approved by the Department of Social Work. If at any time a student is asked to leave a field agency due to illegal, unprofessional, or unethical behavior, or due to student's consistent inability to meet basic requirements, the student will fail SW449, and SW450-451. If the student is removed from the assigned field agency due to circumstances beyond the student's control, the Director of Field Education and the Faculty Liaison will work with the student to get that student another Field Placement as soon as possible.

The above three courses must be taken concurrently; the courses cannot be taken separately. A student must satisfactorily pass all three of these courses simultaneously during the same semester. If a student fails any one of the courses, then all three courses would have to be taken over. There is no guarantee that a student will be admitted to Field Education for a second attempt to satisfactorily complete the requirements.

### **Responsibilities of Field Agencies**

The responsibilities of field agencies are:

1. Complete the required forms including the field agency and Field Instructor Data Sheets and the General Guidelines for Field Experience between Southeast Missouri State University and the field agency, and submit them to the Director of Field Education for the files of the Department of Social Work.
2. Interview and screen referred students to determine the student's appropriateness for placement in the agency. The field agency may choose not to accept a particular student if they feel that the student will not fit into their program.
3. Conduct any background checks and inform the student of any specific examinations required by the field agency.
4. Maintain policies, procedures, programs, services and educational supervision and instruction consistent with the program objectives of the Department of Social Work.

5. Provide instruction and supervision by the assigned Field Instructor, a social work professional holding a BSW or an MSW from an institution accredited by the Council on Social Work Education, who can offer the student a professional learning experience that addresses the student's needs.
6. Allow the Field Instructor sufficient time to instruct and supervise the student, and time to attend Field Seminars at the University. Attendance at Field Seminars is an integral part of maintaining the educational integrity of the Field Education Program. **While supervising a student, Field Instructors must attend a least one seminar a year.**
7. Provide safe, decent and adequate workspace and materials for the student;
8. Exhibit flexibility and variety in their services as well as in their use of service delivery methods so that students may be assisted in developing an understanding of the generalist components of social work practice.
9. Structure learning experiences to provide for meaningful direct contact with consumers of agency services.
10. The organization must provide a thorough orientation for the student during the first two weeks of placement that includes the agency's scope of services, client population, constituency group, policies and procedures on confidentiality, handling of records, documentation, and applicable personnel policies and procedures including: racial and sexual harassment, and personal safety.
11. At the beginning of the semester, the field agency must provide orientation and training to the student regarding the Agency's confidentiality policy and any HIPAA compliance related procedures, etc.
12. The field agency must foster and promote identification with the values, principles, and Code of Ethics of the National Association of Social Workers in the student.

### **Responsibilities of the Field Instructor**

The Field Instructor is primarily responsible for the instruction and supervision of the student during the semester in which the student spends as a practitioner/learner in the community agency/organization setting. "Field Instructors help students bridge the gap between academic and theoretical concepts and practice realities. The Field Instructor guides the student to a personal understanding of the responsibilities, ethics, rewards, and activities of professional social work practice." **Perry, J.P., (2002). *Field Education Manual*, New Mexico State University, School of Social Work, Las Cruces, N.M.**

Responsibilities of the Field Instructor include:

1. Orientation of the student to the agency mission, policies, procedures, and staff. Confidentiality, sexual harassment, grievance, and personal safety should be addressed.
2. Developing practice opportunities that will enable the student to fulfill the goals of the Core Learning Objectives for Generalist Practice and the development of professional competence;
3. Educational instruction and weekly supervision with the student, and when needed more frequently;

4. Provide the student with consistent supervision, evaluation of the student's performance, and recommend the final grade to the Faculty Liaison;
5. Communication with the Faculty Liaison regarding the student's progress and any issues or concerns that may affect Field Education;
6. Communication with the Director of Field Education regarding the organization's overall participation in the Field Education Program, adherence to the cooperative agreements and any related issues. Additionally, regularly attend Field Education seminars to keep abreast of developments in the Field Education Program and provide feedback and input into the program decision-making process.
7. The Field Instructor should foster and promote identification with the values, principles, and Code of Ethics of the National Association of Social Workers.

## **JOURNAL**

Students in the Social Work Field Education will be expected to keep an account of their experiences in the form of a journal. The journal will serve:

1. as a means of reflecting upon their experiences;
2. as a means of collecting information;
3. as a means of communication between the student and Faculty Liaison; and,
4. as a source of information for periodic evaluations of the student's performance (in relation to course objectives and the student's contract).

The journal may be used as one of the instruments of evaluation in this course. It should illustrate the student's ability to apply and assess his/her own growth in knowledge, values, and skills. The student's growth and learning should be evident based on descriptions of his/her experiences and reactions to them. These descriptions should be provided in daily summaries of the students' activities, to be submitted weekly. The Faculty Liaison will provide feedback on the summaries with the expectation that students will utilize any constructive criticism provided to help enhance the quality of subsequent summaries.

At a minimum, journal entries should deal with the following issues:

1. Descriptions of the major activities in which the student engaged during the week.
2. Discussion of actual learning that has taken place (including knowledge and skill development, value clarifications, and insight development). If case descriptions are used to help enhance these discussions, care should be taken to ensure that agency and client confidentiality rights are observed.

At the beginning of the semester, the Faculty Liaison will discuss with the student his or her expectations for journaling and provide specific information about format, content, and submission. The student is encouraged to raise questions with the Faculty Liaison about the journal until the student is confident about the expectations.

## EVALUATION

### Evaluation of Student Performance in Field Education Placement

**Policy:** The final grade for SW450/SW451 Field Education is Pass or Fail. Evaluation of the student's performance is based on the Student Learning Agreement, containing the seventeen Core Learning Objectives for Generalist Social Work Practice as required by the Department of Social Work, developed by the student and the Field Instructor at the beginning of the semester. These required objectives are the minimum requirements for competent beginning generalist practice. The Field Instructor and the student, with concurrence of the Faculty Liaison, may add other learning objectives. Weekly supervision and feedback to the student about performance are fundamentals of effective evaluation. The Field Instructor or student should consult the Faculty Liaison immediately if questions or concerns arise about evaluation of student performance.

At mid-term, student progress will be evaluated only on those objectives that have been attempted up to that point. Objectives that have not been attempted should be noted as "Not Attempted." Each objective must be evaluated based on the student's progress in performing the field learning experiences (a minimum of three field-learning experiences per objective) contained in the Student Learning Agreement.

To receive a Final Grade of **PASS** at the end of the semester, it is expected that the student has demonstrated competence to the Field Instructor's satisfaction, in consultation with the Faculty Liaison, in **EVERY** objective, including developmental assignments if applicable. This is done by receiving a satisfactory evaluation in **a minimum of two thirds of the written field learning experiences related to each learning objective**. If the student fails to perform satisfactorily on less than two-thirds of the field learning experiences under any one objective, then the student's performance has not met the requirement for satisfactory for that objective, and the final grade for the semester is **FAIL**. The Field Instructor's evaluation should also include narrative statements which can be helpful to the student's understanding of his/her performance and foster learning and professional growth. The Field Instructor will recommend a grade of Pass or Fail based on the above requirements. The final grade will be assigned by the Faculty Liaison.

**Procedure:** The Field Instructor will evaluate the student's performance at mid-term and at the end of the semester using the format contained in the Appendices of this *Field Education Manual*. The evaluation will be shared and discussed with the student. The student may insert into the evaluation any comments he or she feels are appropriate and relevant in response to the Field Instructor's evaluation. Two copies of the completed evaluation, with the student's comments if any, should then be made for signatures. The Field Instructor and student will sign copies of the completed evaluation form. The evaluation forms will then be submitted to the Faculty Liaison for review and signature. The Faculty Liaison is responsible for submitting the final grade based on the final evaluation.

### Field Instructor's Evaluation of the Field Liaison

**Policy:** It is important that the Department of Social Work systemically obtain feedback from the Field Instructor about the performance of the Field Liaison in fulfilling his/her responsibilities to the student, field agency and Field Instructor. The Field Instructor will be asked to evaluate the overall effectiveness of the Field Liaison in providing guidance, support, consultation,

and information about the Department of Social Work expectations to the Field Instructor. As the information is analyzed and evaluated, the Department Chairperson can draw upon this information as he/she develops and implements plans to continuously improve the quality of the Social Work Program.

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from Field Instructors, the Field Instructor's Evaluation of the Field Liaison form. The evaluation forms will be compiled and submitted to the Department Chairperson for review. The Chairperson will distribute the evaluations to the respective faculty liaisons. Copies of the Field Instructor's Evaluation of Faculty Liaison form are contained in the Appendices of this *Field Education Manual*.

### **Field Instructor's Program Evaluation**

**Policy:** It is important that the Department of Social Work systematically obtain feedback from the Field Instructor about the social work curriculum, the collaborative relationship between the field agency and the University faculty and staff, and the effectiveness of the Program procedures. As the information is analyzed and evaluated, faculty can draw upon this process as they develop and implement plans to continuously improve the quality of the Social Work Program.

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from Field Instructors the Evaluation Form to obtain information related to this policy. The information will be compiled in a report to be presented to the Chairman of the Department of Social Work, and to the faculty at a faculty meeting. Copies of the Evaluation Form are contained in the Appendices of this *Field Education Manual*.

### **Student's Program Evaluation**

**Policy:** It is important that the Department of Social Work systematically obtain feedback from the students about the social work education program, the collaborative relationship between the field agency and the University faculty and staff, and the effectiveness of the program procedures. The student will also be asked to evaluate the effectiveness of the field agency in meeting the Core Learning Objectives of the Department of Social Work. As the information is analyzed and evaluated, faculty can draw upon this process as they develop and implement plans to continuously improve the quality of the Social Work Program.

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from students the Evaluation Form to obtain information related to this policy. The information will be compiled in a report to be presented to the Chairman of the Department of Social Work, and to the faculty at a faculty meeting. Copies of the Evaluation Form are contained in the Appendices of this *Field Education Manual*.

### **Student's Field Placement Evaluation**

**Policy:** It is important that the Department of Social Work systematically obtain feedback from the student about the field agencies, the quality of educational and practice experiences available at the field agencies, and the quality of the supervision and teaching provided by the Field Instructors. The evaluation must include measurement of the effectiveness of the field agency in providing Field Education. As the information is analyzed and evaluated, the Director of Field

Education and faculty can draw upon this process as they develop and implement plans to continuously improve the quality of the Social Work Program.

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from students the Placement Evaluation to obtain information related to this policy. The information will be compiled in a report to be presented to the Chairman of the Department of Social Work and to the faculty at a faculty meeting. Copies of the Placement Evaluation form are contained in the Appendices of this *Field Education Manual*.

### **Student's Evaluation of Faculty Liaison**

**Policy:** It is important that the Department of Social Work systemically obtain feedback from the students about the quality of the student-faculty liaison relationship and the overall effectiveness of the faculty liaison in providing education, integrative interpretation and guidance as the student engages in the field education experience. The student will be asked to evaluate the faculty liaison with respect to promptness in responding to needs and/or issues, availability and facilitative expertise. As the information is analyzed and evaluated, the Department Chairperson can draw upon this information as he/she develops and implements plans to continuously improve the quality of the Social Work Program.

**Procedure:** At the end of each semester, the Director of Field Education will provide to, and collect from students the Student Evaluation of Faculty Liaison to obtain information related to this policy. The information will be compiled and submitted to the Department Chairperson for review. The Chairperson will distribute the evaluations to the respective faculty liaisons. Copies of the Student's Evaluation of Faculty Liaison form are contained in the Appendices of this *Field Education Manual*.

### **Evaluation of the Social Work Program**

**Policy:** The Chairman of the Department of Social Work is responsible for preparing an annual departmental report for review by the Dean of the College of Health and Human Services. The report outlines the developments and accomplishments of the Department in relation to the established goals, objectives, and responsibilities.

**Procedure:** The Chairman's Report and Evaluation includes the following information:

1. Evaluation of Student Performance in Field Education;
2. Student performance on standardized professional examination at end of fourth year;
3. Student Exit Interviews;
4. Evaluation of Social Work Program by Field Instructors;

The Chairman will include additional information relevant to the effective evaluation of the Department's progress as he or she deems appropriate, and when necessary, at the request of the Dean of the College of Health and Human Services.

# **APPENDICES**

## **MISSION, GOALS, AND OBJECTIVES OF THE DEPARTMENT OF SOCIAL WORK**

*The mission of the Department of Social Work is to prepare its graduates to engage in competent, ethical generalist social work practice with individuals, families, groups, organizations, and communities, while valuing diversity and being committed to the pursuit of social and economic justice. Graduates will identify with the values and mission of the social work profession and recognize the need for ongoing professional development.*

### **Goals**

The goals that serve as an organizing framework for the Department of Social Work are as follows:

1. To provide a high quality, liberal arts based curriculum that prepares beginning generalist social workers to engage in critical thinking in order to practice effectively with client systems of all sizes within the values and ethics of the social work profession;
2. To prepare students to actively participate in community life by providing them with the knowledge and skills to advocate for social and economic justice;
3. To prepare students to value and affirm diversity in our society and in the world;
4. To promote continuing professional development;
5. To develop an identification with and responsibility to the social work profession.

### **Objectives**

The objectives of the Social Work Program are derived from the Program's goals. Graduates of the Southeast Missouri State University Social Work Program will be able to:

1. Apply critical thinking skills required for competent generalist practice.
2. Practice within the values of the profession and its ethical standards and principles.
3. Incorporate into practice, knowledge and respect for the positive value of human commonalities and differences related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
5. Demonstrate an understanding 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.
7. Apply knowledge of biological, social, cultural, psychological, and spiritual development across the life span, and use theoretical frameworks to understand the interactions among individuals, and between individuals, families, groups, organizations and communities
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research finding to practice and evaluate their own practice interventions.
10. Use communication skills differentially across diverse client populations, colleagues, and members of the community.
11. Use supervision and consultation appropriate for generalist practice.
12. Function within the structure of organizations and service delivery systems and effect organizational change when necessary.
13. Participate responsibly in professional associations and the community.
14. Engage in continued professional development
15. Demonstrate the ability to communicate effectively in both written and oral form.

## PRE-PLACEMENT INTERVIEW FORM FOR FIELD INSTRUCTOR

Southeast Missouri State University  
Department of Social Work

STUDENT NAME \_\_\_\_\_

FIELD INSTRUCTOR: \_\_\_\_\_

To be completed by Field Instructor.

1. Does the student seem to possess characteristics which are appropriate for taking and carrying out responsibilities in your agency?

Yes\_\_\_\_ No\_\_\_\_ (Please identify elements on which your assessment is based).

2. Are you willing to accept this student for placement with your agency?

Yes\_\_\_\_ No\_\_\_\_ (Please identify conditions for acceptance if your answer is yes).

(Note: This information will be shared (if appropriate) with both the field agency and the student.)

Please return to: Director of Field Education, Department of Social Work, CH 213--MS 8400,  
Southeast Missouri State University, Cape Girardeau, MO 63701-4799  
Phone: (573) 651-2004, Fax: (573) 986-7315

## PRE-PLACEMENT INTERVIEW FORM FOR STUDENT

Southeast Missouri State University  
Department of Social Work

STUDENT NAME \_\_\_\_\_

FIELD INSTRUCTOR: \_\_\_\_\_

(To be completed by student):

1. Identify two (2) of your major learning objectives and discuss ways you think this placement may or may not contribute to the achievement of those objectives.

2. Identify any personal characteristics which you feel will contribute to your success in this placement as well as those which should be dealt with to make this a successful placement for you.

(Note: This information will be shared (if appropriate) with both the field agency and the student.)

Please return to: Director of Field Education, Department of Social Work, CH 213--MS 8400,  
Southeast Missouri State University, Cape Girardeau, MO 63701-4799  
Phone: (573) 651-2004, Fax: (573) 986-7315

**APPLICATION FOR FIELD EDUCATION**

Southeast Missouri State University  
Department of Social Work

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

1. Name: \_\_\_\_\_ SE ID: \_\_\_\_\_

2. Temporary Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Temporary Phone: \_\_\_\_\_ E-mail address \_\_\_\_\_  
Cell Phone: \_\_\_\_\_

3. Permanent Home Address: \_\_\_\_\_  
City: \_\_\_\_\_ State \_\_\_\_\_ Zip: \_\_\_\_\_  
Permanent Home Phone: \_\_\_\_\_ E-mail address: \_\_\_\_\_  
Cell Phone: \_\_\_\_\_

4. Grade Point Average: \_\_\_\_\_ Hours Completed: \_\_\_\_\_  
Major Grade Point Ave: \_\_\_\_\_ Hours Completed: \_\_\_\_\_

5. Do you have access to a car during your placement? Yes\_\_\_\_ No\_\_\_\_  
If yes, full time or part time \_\_\_\_\_

6. Please indicate any college, community, and/or service activities in which you have participated within the last five years. Indicate both volunteer and paid employment, and describe your role with that agency or organization: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Please indicate any special circumstances that may affect your performance in your placement? (e.g., health/mental health conditions, family needs) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Is there a specific geographical location that interests you for field placement? Yes\_\_\_\_ No\_\_\_\_  
If yes, please identify: \_\_\_\_\_

9. Please indicate the three areas of social work in which you are most interested by putting a "1" by the area you prefer most, a "2" by the next, etc. Every effort will be made to make appropriate placements for your field experiences. There is no guarantee, however, that you will receive your first choice. Placement will depend greatly on the specific agencies participating in the program and the number of students applying for that particular semester.

- |                                    |                             |
|------------------------------------|-----------------------------|
| ____ Aging/Geriatrics              | ____ Family Services        |
| ____ Alcoholism/Drug Abuse         | ____ Housing/Homelessness   |
| ____ Child Welfare                 | ____ Medical Social Work    |
| ____ Community Services            | ____ Mental Health Services |
| ____ Corrections: Adult/Juvenile   | ____ Physical Disability    |
| ____ Developmental Disabilities    | ____ Youth Services         |
| ____ Domestic Violence             |                             |
| ____ Other- please describe: _____ |                             |

10. Since social work is a helping profession concerned with personal growth and self awareness (as well as many other areas), it will be useful to the Department of Social Work, in assessing your Application, to have your current thinking on the following: (If additional space is needed, write on back or attach separate sheet.)

1) Describe how you became interested in social work as a career.

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2) Describe the type of field placement that interests you and the role in which you see yourself as a student social worker.

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3) What do you think are your personal assets or limitations which are relevant to your future performance as a social worker?

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4) Are there any particular clients groups with which you think you might feel uncomfortable working? Explain.

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**NOTE:** Make a copy of your application to provide to the Agency Field Instructor when you go for your placement interview.

**Return original to:** Director of Field Education, Department of Social Work, Crisp Hall 213--MS 8400, Southeast Missouri State University, Cape Girardeau, MO 63701-4799  
Phone: (573) 651-2004, Fax: (573) 986-7315

**ADVISOR'S CERTIFICATION FORM**

(To be completed jointly by the student and advisor.)

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

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

*Student must have completed the required 105 University Credit Hours.*

**Part I:** Indicate grades earned in the required courses listed below.

- A. Basic Knowledge and Comprehension Course Requirements (9 hours)
  - SW/BS-103 Human Biology \_\_\_\_\_
  - SO-102 Society, Culture, and Social Behavior \_\_\_\_\_
  - PY-101 Psychological Perspectives on Human Behavior \_\_\_\_\_
  - WP-003 75 Hour Writing Proficiency Exam \_\_\_\_\_
  - California Critical Thinking Skills Exam \_\_\_\_\_
  
- B. Upper-level UI courses (9 hours)
  - UI-300 300-Level Interdisciplinary Course \_\_\_\_\_
  - UI-300 300-Level Interdisciplinary Course \_\_\_\_\_
  - UI-400 400-Level Interdisciplinary Course \_\_\_\_\_
  
- C. Required Professional Foundation Courses (45 hours)
  - SW-110 Introduction to Social Work \_\_\_\_\_
  - SW-201 Social and Economic Justice \_\_\_\_\_
  - SW-207 Understanding Cultural & Social Diversity \_\_\_\_\_
  - SW-221 Interviewing Skills for Generalist Practice \_\_\_\_\_
  - SW-242 Statistics for Social Scientists \_\_\_\_\_
  - SW-307 Human Behavior and the Social Environment  
in Social Work I \_\_\_\_\_
  - SW-308 Human Behavior and the Social Environment  
in Social Work II \_\_\_\_\_
  - SW-310 Social Welfare Policies and Issues \_\_\_\_\_
  - SW-321 Generalist Practice I \_\_\_\_\_
  - SW-322 Generalist Practice II \_\_\_\_\_
  - SW-323 Generalist Practice III \_\_\_\_\_
  - SW-342 Research Methods \_\_\_\_\_
  
- D. Major Electives (6 hours) Mark or list courses taken and indicate grades earned:
  - \_\_\_ SW-351 Child Welfare Services \_\_\_\_\_
  - \_\_\_ SW-352 Social Welfare Services to the Aged \_\_\_\_\_
  - \_\_\_ SW-350 Industrial Social Work \_\_\_\_\_
  - \_\_\_ SW-355 Special Topics in Social Work \_\_\_\_\_
  - \_\_\_ SW-387 Independent Study in Social Work \_\_\_\_\_
  - \_\_\_ SW-388 Independent Study in Social Work \_\_\_\_\_
  - \_\_\_ SW-389 Independent Study in Social Work \_\_\_\_\_
  - \_\_\_ \_\_\_\_\_ \_\_\_\_\_
  - \_\_\_ \_\_\_\_\_ \_\_\_\_\_
  - \_\_\_ \_\_\_\_\_ \_\_\_\_\_

**Part II:** GPA: \_\_\_\_\_ (If GPA is less than 2.5, statements from instructors indicating an estimate of grades at this time will be necessary.)

SW Major GPA: \_\_\_\_\_

Credit Hours: \_\_\_\_\_ (Including current semester, but excluding Field Education semester.)

Student Signature: \_\_\_\_\_ Advisor Signature: \_\_\_\_\_

## EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION PLACEMENT

Southeast Missouri State University  
Department of Social Work

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

Agency: \_\_\_\_\_ Mid-term Progress: \_\_\_\_\_

Field Instructor: \_\_\_\_\_ Final Grade: \_\_\_\_\_

The final grade for SW450/SW451 Field Education is Pass or Fail. Evaluation of the student's performance is based on the Learning Agreement, containing the seventeen Core Learning Objectives for Generalist Social Work Practice as required by the Department of Social Work, developed by the student and the Field Instructor at the beginning of the semester. These required objectives are the minimum requirements for competent beginning generalist practice. The Field Instructor and the student, with concurrence of the Faculty Liaison, may add other learning objectives. Weekly supervision and feedback to the student about performance are fundamentals of effective evaluation. The Field Instructor or student should consult the Faculty Liaison immediately if questions or concerns arise about evaluation of student performance.

At mid-term, student progress will be evaluated only on those objectives that have been attempted up to that point. Objectives that have not been attempted should be noted as "Not Attempted." Each objective must be evaluated based on the student's progress in performing the learning experiences (a minimum of three learning experiences per objective) contained in the Learning Agreement.

To receive a Final Grade of **PASS** at the end of the semester, it is expected that the student has demonstrated competence to the Field Instructor's satisfaction, in consultation with the Faculty Liaison, in **EVERY** objective. This is done by receiving a satisfactory evaluation in a minimum of two thirds of the written learning experiences related to each objective. If the student fails to perform satisfactorily on less than two thirds of the learning experiences under any one objective, then the student's performance has not met the requirement for Satisfactory for that objective, and the final grade for the semester is **FAIL**. The Field Instructor's evaluation should also include narrative statements which can be helpful to the student's understanding of his/her performance and foster learning and professional growth. The Field Instructor will recommend a grade of Pass or Fail based on the above requirements. The final grade will be assigned by the Faculty Liaison.

**CORE LEARNING OBJECTIVES FOR GENERALIST SOCIAL WORK PRACTICE**

1. Demonstrate and promote values of the social work profession and its ethical standards and principles.  
 Satisfactory  Unsatisfactory
  
2. Demonstrate self-awareness in the helping process, including awareness of one's own ethnicity, culture, values, and beliefs.  
 Satisfactory  Unsatisfactory
  
3. Demonstrate understanding of the purposes of the profession and the roles of a social worker in the specific field agency.  
 Satisfactory  Unsatisfactory
  
4. Demonstrate a clear understanding of the agency system, the agency's mission, functions, programs, resources, policies, procedures, and channels of communication.  
 Satisfactory  Unsatisfactory
  
5. Demonstrate understanding of global, federal, state, and local policies that impact the lives of the client population served by the field agency.  
 Satisfactory  Unsatisfactory
  
6. Demonstrate the ability to develop and maintain professional and ethical relationships with coworkers, collateral contacts, and clients of the field agency.  
 Satisfactory  Unsatisfactory
  
7. Demonstrate culturally appropriate professional skills in verbal and non-verbal communication.  
 Satisfactory  Unsatisfactory
  
8. Demonstrate professional skills in the quality and timeliness of written communication.  
 Satisfactory  Unsatisfactory
  
9. Demonstrate competence in the use of technology in practice.  
 Satisfactory  Unsatisfactory

10. Demonstrate skills in the culturally sensitive application of the planned change process including engagement, assessment, planning, implementation, evaluation, and termination of services.  
\_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory
11. Demonstrate knowledge and understanding of generalist social work practice skills with all levels of client systems, micro, mezzo, and macro.  
\_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory
12. Demonstrate knowledge, understanding, and appreciation of cultural differences, and respect for all persons including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.  
\_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory
13. Demonstrate the ability to appropriately use professional supervision to enhance learning.  
\_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory
14. Demonstrate the ability to recognize forms and mechanisms of exploitation and discrimination that negatively impact individuals or groups and their access to resources in the field agency's client population, and identify appropriate empowerment interventions, including advocacy.  
\_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory
15. Demonstrate ability to relate knowledge and theories, including empirical research and social work theories, to interactions among and between individuals and social systems (i.e. families, groups, organizations, and communities).  
\_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory
16. Demonstrate professionalism in personal appearance, timeliness, and other behavior.  
\_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory
17. Demonstrate a personal identification with the social work profession beyond normal work related duties and responsibilities.  
\_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory

## **NARRATIVE EVALUATION**

### **MID-TERM AND FINAL:**

1. What progress has been made since the beginning of the semester (for mid-term evaluation) or since that last evaluation (for final)?
  
  
  
  
  
  
  
  
  
  
2. What are the student's areas of strengths and limitations?
  
  
  
  
  
  
  
  
  
  
3. What are the plans for learning experiences to promote the student's growth in his/her areas of limitations?

### **Final Evaluation only:**

1. How would you evaluate the student's present readiness for professional practice?
  
  
  
  
  
  
  
  
  
  
2. Assess the student's readiness for graduate education.
  
  
  
  
  
  
  
  
  
  
3. What type of work experience do you think would enhance this individual's growth upon immediate entry into the field?

## FINAL EVALUATION

### Student Response

A. Comment on any items in the evaluation.

B. \_\_\_\_\_ I concur with the evaluation

C. \_\_\_\_\_ I do NOT concur for the following reasons:

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

Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_

**GENERAL GUIDELINES FOR FIELD EXPERIENCE  
BETWEEN SOUTHEAST MISSOURI STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

And

**Field Agency:** .....

1. The Department of Social Work will insure that the field agency is provided with information about the student including academic preparation, career plans, and job experiences.
2. The agency Field Instructor, in consultation with the Faculty Liaison, will develop a Field Education program in accordance with the Department of Social Work and the field agency's objectives for assigned field students.
3. The Field Instructor will work with the student to plan his/her assignments, conduct weekly supervisory conferences, and provide continuous supervision throughout the field experience.
4. The Faculty Liaison will meet three times per semester with the agency Field Instructor to discuss student performance in field experience
5. The Field Instructor will evaluate student performance at mid-term and semester end. The guidelines for Evaluation of Student Performance will be provided by the Department of Social Work. The Field Instructor will recommend to the Faculty Liaison a Final Grade for the student.
6. The Department of Social Work will make available to the Field Instructors syllabi, bibliographies, and CSWE material that will facilitate integration of practice and theory.
7. The Director of Field Education and the Faculty Liaison will provide information to the Field Instructor about general and specific social work skills, knowledge and values necessary for competent beginning practice in the field of social work
8. The responsible administrator of the field agency will allow time in the Field Instructor's workload for teaching and supervision of the student, and attendance at meetings and workshops conducted by the Department of Social Work to facilitate effectiveness in executing the Instructor's role.
9. The focus of field instruction must be on the student and his/her growth and development as a competent generalist practitioner. The agency must emphasize the learning experience for students and assist in the development of social work practice skills to prepare for entry-level social work practice while providing the student with actual work assignments in social work.
10. Students participating in Field Education are required to purchase professional Liability Insurance. The Department of Social Work will handle the details associated with this.

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Director of Field Education

Date

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Agency Representative

Date

**FIELD AGENCY & FIELD INSTRUCTOR DATA SHEET**

Agency Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_ E-mail address \_\_\_\_\_

Agency or Program Director \_\_\_\_\_

Official Title \_\_\_\_\_

Education and Training:

1. Degrees Held, Awarding Institutions \_\_\_\_\_

\_\_\_\_\_

2. Other Related Training \_\_\_\_\_

\_\_\_\_\_

Provide the Information Requested Below and a Resume for All Persons Who Provide Supervision for Social Work students:

A. Supervisor \_\_\_\_\_

Official Title \_\_\_\_\_

Education and Training:

1. Degrees Held, Awarding Institutions \_\_\_\_\_

\_\_\_\_\_

2. Other Related Training \_\_\_\_\_

\_\_\_\_\_

3. Other Related Experience \_\_\_\_\_

\_\_\_\_\_

B. Supervisor \_\_\_\_\_

C. Official Title \_\_\_\_\_

Education and Training:

1. Degrees Held, Awarding Institutions \_\_\_\_\_

\_\_\_\_\_

2. Other Related Training \_\_\_\_\_

\_\_\_\_\_

3. Other Related Experience \_\_\_\_\_

\_\_\_\_\_

**Please attach a brief description of your agency's programs and services (interpretive materials, brochures, etc., are acceptable) as well as a description of the kinds of activities in which a field student could become involved.**

**FIELD INSTRUCTOR'S EVALUATION OF FIELD LIAISON**

Please complete this evaluation and return it to the Director of Field Education by the last day of the semester.

Field agency \_\_\_\_\_ Date \_\_\_\_\_

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

1. How frequently did the Faculty Liaison meet with you for consultation and/or evaluation?
  - a. \_\_\_\_\_ Three or more times
  - b. \_\_\_\_\_ Two times
  - c. \_\_\_\_\_ Once
  - d. \_\_\_\_\_ None

Please read each statement carefully and circle the letter which most clearly corresponds to your opinion. (A is highest, D is lowest)

**A = Excellent      B = Very Good      C = Satisfactory      D = Unsatisfactory**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Arranges for a site visit early in the semester to assist with selection and planning of appropriate learning assignments for the student. | A | B | C | D |
| 2. Maintains regular contact with the Field Instructor.   | A | B | C | D |
| 3. Provides consultation to Field Instructor as needed.   | A | B | C | D |
| 4. Communicates and clarifies information about the Department of Social Work.  |   |   |   |   |
| A. Curriculum   | A | B | C | D |
| B. Goals and objectives   | A | B | C | D |
| C. Field Education Policies   | A | B | C | D |
| D. Expectations of students   | A | B | C | D |
| E. Expectations of Field Instructors  | A | B | C | D |
| 5. Demonstrates familiarity with policies of, and learning opportunities in the field agency.   | A | B | C | D |
| 6. Encourages mutual responsibility for setting agendas, etc.   | A | B | C | D |
| 7. Encourages a collegial relationship  | A | B | C | D |
| 8. Demonstrates sensitivity to issues of privacy and confidentiality  | A | B | C | D |
| 9. Seeks Field Instructor's input on assignment of student's grade.   | A | B | C | D |
| 10. Suggestions for improvement of the Faculty Liaison role to improve student learning and field agency cooperation. _____                   |   |   |   |   |

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## FIELD INSTRUCTOR'S PROGRAM EVALUATION

**Please evaluate and comment on the following processes to assist us in improving the program. Please complete the form and forward it to the Director of Field Education at the end of the semester.**

1. Referral of information provided about, and the initial interview with the student.  
a. Satisfactory \_\_\_\_\_ b. Unsatisfactory \_\_\_\_\_
2. Has the faculty provided adequate information and support to you as a Field Instructor?  
a. Satisfactory \_\_\_\_\_ b. Unsatisfactory \_\_\_\_\_
3. Does the Field Education Manual provide the information you need in an easily accessible format?  
a. Satisfactory \_\_\_\_\_ b. Unsatisfactory \_\_\_\_\_
4. Is the Learning Agreement helpful in planning and evaluating the student's Field Education experience?  
a. Satisfactory \_\_\_\_\_ b. Unsatisfactory \_\_\_\_\_
5. Do the Field Education Seminars clearly inform you of the responsibilities of the Field Instructor?  
a. Satisfactory \_\_\_\_\_ b. Unsatisfactory \_\_\_\_\_

Comments and suggestions for improvement:

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6. Has the Director of Field Education been responsive and helpful in providing information, addressing problems, and responding to requests in a timely fashion, etc.?  
a. Satisfactory \_\_\_\_\_ b. Unsatisfactory \_\_\_\_\_
7. Was the Faculty Liaison adequately supportive of your role and of the student by providing regular contact, and clear interpretation of the educational objectives and expectations?  
a. Satisfactory \_\_\_\_\_ b. Unsatisfactory \_\_\_\_\_
8. Do you feel that Department of Social Work values your contribution and ideas as a Field Instructor, and includes you as an integral member of the of Field Education faculty?  
a. Satisfactory \_\_\_\_\_ b. Unsatisfactory \_\_\_\_\_

9. Are there things that the Department of Social Work can do to make the role of Field Instructor more effective, more professionally satisfying, and less problematic?

Comments and suggestions for improvement:

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10. Do you feel that the student you supervised was adequately educated in the areas of social work foundation knowledge?    a. Satisfactory\_\_\_\_\_    b. Unsatisfactory\_\_\_\_\_

11. Do you feel that the student was competent in written and verbal communication skills?    a. Satisfactory\_\_\_\_\_    b. Unsatisfactory\_\_\_\_\_

12. Do you feel that the student possessed adequate relationship building skills?    a. Satisfactory\_\_\_\_\_    b. Unsatisfactory\_\_\_\_\_

13. Do you feel that the student's academic preparation has provided the student with an understanding of knowledge fundamental to beginning generalist social work practice?    a. Satisfactory\_\_\_\_\_    b. Unsatisfactory\_\_\_\_\_

14. Do you feel that curriculum in the Department of Social Work at Southeast Missouri State University provides adequate preparation for generalist social work practice?    a. Satisfactory\_\_\_\_\_    b. Unsatisfactory\_\_\_\_\_

Comments and suggestions for improvement of the Social Work Program:

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## STUDENT'S PROGRAM EVALUATION

**Please evaluate and comment on the following processes to assist us in improving the program. Please complete the form and forward it to the Director of Field Education at the end of the semester.**

1. Referral to the Field Instructor, information provided about the field agency, and the initial interview with the Field Instructor.      a. Satisfactory\_\_\_\_\_      b. Unsatisfactory\_\_\_\_\_
2. Has the Department of Social Work provided adequate information and support to you as a Student in Field Education?      a. Satisfactory\_\_\_\_\_      b. Unsatisfactory\_\_\_\_\_
3. Does the Field Education Manual provide the information you need in an easily accessible format?      a. Satisfactory\_\_\_\_\_      b. Unsatisfactory\_\_\_\_\_
4. Was the Learning Agreement helpful in planning and evaluating your Field Education experience?      a. Satisfactory\_\_\_\_\_      b. Unsatisfactory\_\_\_\_\_
5. Was the Field Education Integrative Seminar helpful to in understanding your responsibilities as social worker in generalist practice?      a. Satisfactory\_\_\_\_\_      b. Unsatisfactory\_\_\_\_\_

Comments and suggestions for improvement:

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6. Has the Director of Field Education been responsive and helpful in providing information, addressing problems, and responding to requests in a timely fashion, etc.?  
a. Satisfactory\_\_\_\_\_      b. Unsatisfactory\_\_\_\_\_
7. Was the Faculty Liaison adequately supportive of you and of the Field Instructor by providing regular contact, and clear interpretation of the educational objectives and expectations?  
a. Satisfactory\_\_\_\_\_      b. Unsatisfactory\_\_\_\_\_
8. Did you receive adequate assistance and support from the Department of Social Work faculty and staff to address any needs that you or your Field Instructor experienced?  
a. Satisfactory\_\_\_\_\_      b. Unsatisfactory\_\_\_\_\_
9. Do you feel that Department of Social Work values your contribution and ideas as a student?  
a. Satisfactory\_\_\_\_\_      b. Unsatisfactory\_\_\_\_\_

10. Are there things that the Department of Social Work can do to make the role of student in Field Education more effective, more professionally satisfying, and less problematic?

Comments and suggestions for improvement:

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11. Do you feel that you were adequately prepared and knowledgeable in the areas of social work foundation knowledge? a. Satisfactory\_\_\_\_\_ b. Unsatisfactory\_\_\_\_\_

12. Do you feel that you were competent in written and verbal communication skills during the field experience? a. Satisfactory\_\_\_\_\_ b. Unsatisfactory\_\_\_\_\_

13. Do you feel that you possess adequate relationship building skills? a. Satisfactory\_\_\_\_\_ b. Unsatisfactory\_\_\_\_\_

14. Were you provided with effective supervision and training by your Field Instructor? a. Satisfactory\_\_\_\_\_ b. Unsatisfactory\_\_\_\_\_

15. How would you evaluate the field agency where you completed your field experience? a. Satisfactory\_\_\_\_\_ b. Unsatisfactory\_\_\_\_\_

16. Would you recommend that Department of Social Work continue to use this field agency as a placement site for other students? a. Satisfactory\_\_\_\_\_ b. Unsatisfactory\_\_\_\_\_

17. What changes would you like to see take place in the field agency and/or in the student responsibilities to make this a more meaningful field experience?

Comments and suggestions for improvement:

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## **STUDENT'S PLACEMENT EVALUATION**

Please answer the following questions as adequately as you can. This form is to be completed by the student and given to the Director of Field Education.

1. Have you been provided with an appropriate amount of direction and structure to meet your needs during your semester's placement?
2. Has your Field Instructor (or assigned staff member) been available and readily accessible to you?
3. Have your questions been answered thoroughly?
4. Has your Field Instructor met with you on a regular (weekly) basis to give you feedback on your performance?
5. Have reading materials been made available to you?

6. Did your field instructor provide ample time, opportunity, and guidance for you to complete tasks on your learning agreement?

7. Have you been included in staff meetings and discussions?

8. Are you informed of changes in policy which might affect you?

9. Have you had the opportunity to become familiar with the activities of other workers in your agency other than your Field Instructor?

10. What changes would you like to see take place in your placement and/or in your responsibilities to make this a more meaningful placement?

## STUDENT'S EVALUATION OF FACULTY FIELD LIAISON

Southeast Missouri State University  
Department of Social Work

This evaluation consists of several sets of statements concerning various aspects of the field experience and responsibilities of the faculty liaison. Indicate the extent to which you would agree or disagree with each statement.

This evaluation is confidential..... Do not provide your name..... Do not personally identify your answer sheet..... Instructors do not see the results or comments of this evaluation until grades have been submitted.

COURSE & SECTION #                      (example: SW408-02)  
DATE -- Semester & Year               (example: Spring 1998)  
LAST NAME of Liaison Instructor      (example: Thompson)  
ID NUMBER -- course #                 (example: 40802)

Mark your answers in the corresponding circles on the answer sheet.

A = Strongly Disagree    B = Disagree    C = Undecided    D = Agree    E = Strongly Agree.

1. The field liaison communicated with me as needed.
2. The field liaison was helpful in developing my learning agreement.
3. The field liaison reviewed my progress towards meeting the core objectives in my learning agreement.
4. The field liaison expressed interest in the quality of my field education experience.
5. The field liaison addressed problems or issues that arose during the semester.
6. The field liaison responded promptly to my needs as a field education student.
7. The field liaison provided helpful feedback in response to my journal.
8. The field liaison provided feedback in response to my journal in a timely manner.
9. The field liaison was available when I needed him/her.
10. The field liaison facilitated useful discussion during our weekly group meetings.
11. The field liaison made me feel comfortable in sharing my field experiences with the group in our weekly meetings.
12. The field liaison contributed significantly to the field education experience.

You may write additional comments on the back of the answer sheet, i.e., strengths, suggestions for improvements, etc.

# Southeast Missouri State University

**Department of Social Work**  
**Title: Social Work Integrative Seminar**

**Course No. SW 449**

**I. Catalog Description**

Integrates social work theory with practice using small group discussions. Strengthens practice skills during the student's field experience. 3 credit hours.

**II. Prerequisites**

Prerequisites for this course are completion of all required courses for the social work major; cumulative GPA of 2.5, or cumulative GPA of 2.25 plus 2.75 GPA in foundation social work courses and social work electives; senior standing; successful completion of WP003; and completion of California Critical Thinking Skills Test.

**III. Course Purpose and Objectives**

The seminar, using group process skills, is designed to allow students the opportunity to discuss and analyze their field experience with their peers and apply critical thinking skills required for competent generalist social work practice. Students will be helped to integrate field experiences with foundation social work curriculum content areas of ethics, values, social policy, social justice, diversity and generalist practice. Students should begin to develop a life-long professional frame of reference that allows them to interpret and relate practice to social work knowledge and theory and facilitates their professional growth and development.

As a result of having completed the requirements of this course, the student will demonstrate the ability to:

- A. Identify financial, organizational, and administrative planning processes for the delivery of social services.
- B. Relate social work values and ethics to social work practice issues, and to the policies and procedures of social service organizations.
- C. Function within the structure of organizations and service delivery systems, and effect organizational change when necessary.
- D. Relate social work foundation knowledge and theories to interactions among individuals, and between individuals and social systems (i.e. families, groups, organizations, and communities), and identify culturally appropriate interventions and skills.
- E. Understand the social work profession and its current structures and issues.
- F. Incorporate social work research methods, theories, and results into social work practice with systems of all sizes.
- G. Identify, strengths, capacities, and resources of client systems.
- H. Understand the interrelatedness of agency history, policies, procedures, and programs in the context of the social delivery system, and their relationship to generalist social work practice.

- I. Identify the impact of social policies on client systems, workers, agencies and disenfranchised populations, and identify interventions and skills that foster social and economic justice and the well being of populations-at-risk, including people of color, women, gay men and lesbian women, trans-gendered persons and population distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.
- J. Recognize and respond constructively to complex value and ethical dilemmas in generalist social work practice.
- K. Incorporate into practice, knowledge and respect for the positive value of human commonalities and differences related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin race, religion, sex and sexual orientation.
- L. Recognize and effectively use the requisite components of social work supervision and consultation.
- M. Recognize the need for continuing education and lifelong learning for one's own professional development.
- N. Understand the need for involvement in professional organizations and the community.

#### **IV. Expectations of Students**

Students are expected to:

1. Attend class, be on time, and actively contribute to the development and maintenance of a supportive environment where they can share practice experiences as peers, process those experiences and examine their personal abilities, skills and knowledge for professional awareness and growth.
2. Prepare for class and complete assignments on time.
3. Communicate clearly, including speaking articulately and writing in grammatically correct form.

A student with any learning needs that would require some accommodation by the instructor should discuss this with the instructor and/or contact the Learning Enrichment Center at the earliest opportunity.

#### **V. Course Content**

Each seminar session has topics, readings, and assignments which are to be completed for discussion in seminar, and submitted to the instructor.

##### **Unit A. Introduction to Field Education Integrative Seminar (6 hours).**

The Purpose of Field Education: School, Agency, and Student Expectations

1. Developing the Learning Agreement, Goals for learning
2. Effective Use of Supervision

Other readings:

1. National Association of Social Workers. *Code of Ethics*. Washington, DC: NASW Press, 1997.

**Unit B. Professional Performance in the Field Education Placement (19 hours).**

1. Personal Safety, Reducing the Risk of Harm
2. Communication in the Organization
3. Understanding the Agency in the Context of the Social Delivery

**Unit C. Practice Issues (19 hours).**

1. Understanding the Community, Social Problems, and Social Policy in the Context of Practice
2. Diversity and Cultural Competence
3. The Social Work Profession and Ethics
4. Legal Concerns
5. Planned Change
6. Self Development

**VI. Textbooks and Other Required Materials**

Field Education Manual, Department of Social Work, Southeast Missouri State University

Garthwait, Cynthia, 4th ed. (2008) *The Social Work Field Practicum: A Guide and Workbook for Students*. Allyn and Bacon: Boston, MA.

NASW Code of Ethics, 1999. Washington, D.C.: NASW Press.

**VII. Basis for Student Evaluation**

- A. Agency Analysis or Community Analysis The Instructor will assign to you **either** the Agency Analysis or the Community Analysis to complete.

Agency Report - A comprehensive agency analysis in the form of answering the questions in the workbook. Interviews with agency personnel are required to successfully complete the Agency Analysis. The source(s) of information must be documented for each question. The Agency Report is to be presented in question and answer format. Questions are to be bolded or underlined in the report. The Agency Analysis questions are located on pages 86-92 of the workbook.

Community Analysis - A beginning community analysis designed to help you understand the community and its effects on your agency and its clients. In addition to the student's answers to the questions posed, interviews with at least two key members of the assigned community are required to successfully complete the Community Analysis. The source(s) of information must be documented for each question. The Community Analysis is to be presented in question and answer format. Questions are to be bolded or underlined in the report. Students assigned to

the same community shall complete separate reports. The Community Analysis questions are located on pages 101-108 of the workbook.

Due date to be announced. Late papers will drop in grade 10% per late calendar day and will not be accepted after 7 days. The agency report or community analysis is worth **10%**.

- B. Participation. Includes contributions in class, in-class exercises, and homework assignments. In-class exercises **cannot be made up** except in cases of documented illness, death or documented illness in the family, or occasional field agency programs that cannot be missed. Late homework will drop in grade 10% per late calendar day and will not be accepted after 7 days. Participation is worth **30%**.
- C. Social and Economic Justice Paper. A 6-7 page paper responding to the assigned questions is required. The purpose of this assignment is for students to articulate knowledge and understanding regarding oppression and demonstrate an ability to advocate on behalf of an oppressed population. As a result of this assignment, students will have demonstrated an appreciation of diversity, an ability to promote social and economic justice, and to further identify discrimination against many populations served by social service agencies. **A handout further explaining this assignment, as well as the due date, will be presented to students during class.** Late papers will drop in grade 10% per late calendar day and will not be accepted after 7 days. This is worth **20%**.
- D. Single Subject Design Evaluation. Develop a single subject design evaluation of your practice intervention with an individual, couple, family, or group. **Requirements of this assignment will be discussed in depth during class.** Late papers will drop in grade 10% per late calendar day and will not be accepted after 7 days. The Single Subject Design paper is due on or before the last day of class. This is worth **10%**.
- E. Presentation. In Seminar class you will give a presentation on your agency (if you completed the Agency Analysis), your community (if you completed the Community Analysis), your Social and Economic Justice Paper, **OR** your Single Subject Design Research project. The choice is yours. Presentations are made during the last few classes of the semester. If the student decides to present on the Single Subject Design research project, the research project will have to be completed at the time of the classroom presentation. The presentation will be 15 minutes long with 5 minutes for questions. A power point presentation must accompany the presentation. This is worth **10%**.
- F. Liaison Sessions. Weekly sessions with your faculty liaison group are required as well as journaling and participation. The student's liaison will recommend a number grade to the Seminar Instructor based on the student's performance related to the overall requirements of the liaison sessions including journals. This grade is worth **20%**.

**Any unexcused late assignment will drop in grade 10% each late calendar day and will not be accepted after 7 calendar days.**

## GRADING:

A final grade will be determined based upon the following:

<u>Grade Weights</u>	
Agency or Community Analysis	10%
Participation	30%
Social and Economic Justice Paper	20%
Single Subject Design Evaluation	10%
Presentation	10%
<u>Liaison Session Participation</u>	<u>20%</u>
TOTAL	100%

Grades will be given as follows, according to percentage:

<b>90-100</b>	<b>= A</b>
<b>80-89</b>	<b>= B</b>
<b>70-79</b>	<b>= C</b>
<b>60-69</b>	<b>= D</b>
<b>&lt;60</b>	<b>= F</b>

## VIII. Bibliography

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- Anand, R., & Shipler, L. K. (1999). *Multicultural Case Studies: Tools for Training* (2nd ed.). Washington, D.C.: National Multicultural Institute.
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- Berg-Weger, M. & Birkenmaier, J. (2000). *The practicum companion for social work: Integrating class and field work*. Boston: Allyn and Bacon.
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- LeCroy, C. W. (1999). *Case studies in social work practice* (2nd ed.). Pacific Grove: Brooks/Cole.
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- Pederson, P.B. (1997). *Decisional Dialogues in a Cultural Context: Structured Exercises*. Thousand Oaks, CA: Sage Publications.

- Pope-Davis, D.B., & Coleman, H.L.K. (1997). *Multicultural Counseling Competencies: Assessment, Education and Training, and Supervision*. Thousand Oaks, CA: Sage Publications, Inc.
- Rothman, J. C. (2000). *Stepping out into the field: A field work manual for social work students*. Boston: Allyn and Bacon.
- Saleebey, D. (Ed.). 1997. *The strengths perspective in social work practice* (2nd ed.) New York: Longman.
- Sandhu, D.S. & Aspy, C.B. (1997). *Counseling For Prejudice Prevention and Reduction*. Alexandria, VA: American Counseling Association.
- Szuchman, L. T. & Thomlison, B. (2000). *Writing with style: APA style for social work*. Belmont, CA: Wadsworth.
- University of Alaska Anchorage. (2001). BSW Field Education Manual.
- Weinger, S. (2001). *Security risk: Preventing client violence against social workers*. Washington, D.C.: NASW Press.
- Wells, C. C. (1999). *Social work day to day: The experience of generalist social work practice* (3rd ed.). New York: Longman.

# Southwest Missouri State University

Department of Social Work  
Title: Social Work Field Education

Course No. SW 450-451

## I. Catalog Description

Internship in a social service agency for one semester. Opportunity to apply entry-level social work generalist practice skills. Agency placements individually arranged.

## II. Prerequisites

Prerequisites of this course are completion of all required courses for the Social Work major; completion of all required University Studies courses cumulative GPA of 2.5, or cumulative GPA of 2.25 plus 2.75 GPA in foundation social work courses. Senior standing with a minimum of 105 hours completed; successful completion of WP003; completion of the required professional examination; and completion of California Critical Thinking Skills Test. Students in the Field Education program may NOT take any other courses.

## III. Course Purpose and Objectives

Field Education is the culminating experience of the baccalaureate student's education, allowing the student to apply social work professional values, foundation knowledge, research and empirical theories and knowledge, with actual practice experience in an approved social work agency under the direct supervision of a professional social worker. The purpose of the Field Education experience is to allow the student to apply his or her acquired knowledge while developing Social Work Generalist Practice skills, and demonstrate beginning competency in those Generalist Practice skills.

By completion of Field Education, students are expected to be able to satisfactorily:

- A. Demonstrate and promote values of the social work profession and its ethical standards and principles.
- B. Demonstrate self-awareness in the helping process, including awareness of one's own ethnicity, culture, values, and beliefs.
- C. Demonstrate understanding of the purposes of the profession and the roles of a social worker in the specific field agency.
- D. Demonstrate a clear understanding of the agency system, the agency's mission, functions, programs, resources, policies, procedures, and channels of communication.
- E. Demonstrate understanding of global, federal, state, and local policies that impact the lives of the client population served by the Field agency.
- F. Demonstrate the ability to develop professional and ethical relationships with co-workers, collateral contacts, and clients of the field agency.
- G. Demonstrate culturally appropriate professional skills in verbal and non-verbal communication.
- H. Demonstrate professional skills in the quality and timeliness of written communication.

- I. Demonstrate competence in the use of technology in practice.
- J. Demonstrate skills in the culturally sensitive application of the planned change process including engagement, assessment, planning, implementation, evaluation, and termination of services.
- K. Demonstrate knowledge and understanding of the generalist social work practice skills with all levels of client systems, micro, mezzo, and macro.
- L. Demonstrate knowledge, understanding, and appreciation of cultural differences, and respect for all persons including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- M. Demonstrate the ability to appropriately use professional supervision to enhance learning.
- N. Demonstrate the ability to recognize risk factors and forms and mechanisms of exploitation and discrimination that negatively impact individuals or groups in the field agency's client population, and identify appropriate empowerment strategies and interventions, including advocacy.
- O. Demonstrate ability to relate knowledge and theories, including empirical research and social work theories, to interactions among and between individuals and social systems (i.e., families, groups, organizations, and communities).
- P. Demonstrate professionalism in personal appearance, timeliness, and other behavior.
- Q. Demonstrate a personal identification with the social work profession beyond normal work related duties and responsibilities.

#### **IV. Expectations of Students**

- A. Students are expected to successfully complete 480 clock hours of fieldwork, over a 16-week period, in their designated field agency.
- B. Students are expected to develop a Learning Agreement by the end of the third week of Field Education.
- C. The student is expected to perform his/her duties and responsibilities in the same professional and ethical manner as they would perform in professional employment.
- D. Students are expected to abide by all rules of professional conduct adopted by the field agency and the National Association of Social Workers Code of Ethics (<https://www.socialworkers.org/pubs/code/code.asp>), including policies regarding confidentiality, handling of records, documentation of activities, self-determination, informed consent, dual relationships, respect for diversity, etc.
- E. Students are expected to be vigilant about their personal safety and well-being, and avoid all situations which may raise concerns for the student until the student has discussed such situations with the Field Instructor, the Faculty Liaison, or the Director of Field Education. In emergency situations, the student must use his/her best judgment in obtaining immediate assistance. Whenever a student feels threatened or at risk of personal harm, the authorities should be contacted immediately.

- F. Students are expected to use social work values, knowledge, skills, and ethics as the foundation for their practice in Field Education.
- G. Students are expected to demonstrate beginning competence in every Core Learning Objective for Generalist Social Work Practice.

**V. Course Content**

The activities of the Field Education experience are expected to follow the Learning Agreement developed between the student and the field agency. Every student's Learning Agreement must be based on the Core Learning Objectives for Generalist Social Work Practice and follow the required format:

The objective:

- a. **Learning Experiences** – three or more experiences for every objective, actions, and activities, in behavioral terms, that the student will perform to demonstrate competence and skill in the objective, within specified time frames.
- b. **Evaluation** – Methods the Field Instructor will use to evaluate the student's performance.

The student is supervised in direct service activities and guided by the supervisor in the appropriate application of self, social work ethics and values, skills and knowledge.

**VI. Textbooks**

*Field Education Manual*, (2005) Department of Social Work, Southeast Missouri State University, Cape Girardeau, Missouri.

Horejsi, C.R., and Garthwait, C.L. (2002) *The Social Work Practicum: A Guide and Workbook for Students*. Allyn & Bacon, Needham Heights, MA.

**VII. Basis for Student Evaluation**

The final grade for SW450/SW451 Field Education is Pass or Fail. Evaluation of the student's performance is based on the Learning Agreement containing the 17 Core Learning Objectives for Generalist Social Work Practice as required by the Department of Social Work, developed by the student and the Field Instructor at the beginning of the semester. These required objectives are the minimum requirements for competent beginning generalist practice. The Field Instructor and the student, with concurrence of the Faculty Liaison, may add other learning objectives. Weekly supervision and feedback to the student about performance are fundamentals of effective evaluation. The Field Instructor or student should consult the Faculty Liaison immediately if questions or concerns arise about evaluation of student performance.

At mid-term, student progress will be evaluated only on those objectives that have been attempted up to that point. Objectives that have not been attempted should be noted as "Not Attempted." Each objective must be evaluated based on the student's progress in performing the learning experiences (a minimum of three learning experiences per objective) contained in the Learning Agreement.

To receive a Final Grade of PASS at the end of the semester, it is expected that the student has demonstrated competence to the Field Instructor's satisfaction, in consultation with the Faculty Liaison, in EVERY objective. This is done by receiving a satisfactory evaluation in a minimum of two-thirds of the written learning experiences related to each objective. If the student fails to perform satisfactorily on less than two-thirds of the learning experiences under any one objective, then the student's performance has not met the requirement for 'Satisfactory' for that objective, and the Final Grade for the semester is FAIL. The Field Instructor's evaluation should also include narrative statements which can be helpful to the student's understanding of his/her performance, and foster learning and professional growth. The Field Instructor will recommend a grade of Pass or Fail based on the above requirements. In addition, students who are required to complete developmental assignments based on ACAT scores must have satisfactorily completed assignments per the Faculty Liaison's review. The Final Grade will be assigned by the Faculty Liaison.

### **VIII. Bibliography**

- Anderson, J. and Carter, R.W. (2003) *Diversity Perspectives for Social Work Practice*. Allyn & Bacon, Needham Heights, MA
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- Poorman, Paula. (2003) *Microskills and Theoretical Foundations for Professional Helpers*. Allyn & Bacon, Needham Heights, MA.
- Rothman, J.C. (1999) *The Self-Awareness Workbook for Social Workers*. Allyn & Bacon, Needham Heights, MA.
- Sheafor, B.W., and Horejsi, C.R. (2003) *Techniques and Guidelines for Social Work Practice*. Allyn & Bacon, Needham Heights, MA.
- Thomas, A.R., and Smith, P.J. (2003) *Spotlight on Social Research*. Allyn & Bacon, Needham Heights, MA.

# **THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS**

## **Preamble**

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Dignity and worth of the person
- Integrity
- Social justice
- Importance of human relationships
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **Purpose of the National Association of Social Workers (NASW) Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

Ethical decision-making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

### **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity, and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

- |                           |  |
|---------------------------|--|
| <b>Value:</b>             | Service  |
| <b>Ethical Principle:</b> | Social workers' primary goal is to help people in need and to address social problems.                         |
| <b>Value:</b>             | Social Justice   |
| <b>Ethical Principle:</b> | Social workers challenge social injustice.   |
| <b>Value:</b>             | Dignity and Worth of the Person  |
| <b>Ethical Principle:</b> | Social workers respect the inherent dignity and worth of the person.   |
| <b>Value:</b>             | Importance of Human Relationships  |
| <b>Ethical Principle:</b> | Social workers recognize the central importance of human relationships.  |
| <b>Value:</b>             | Integrity  |
| <b>Ethical Principle:</b> | Social workers behave in a trustworthy manner.   |
| <b>Value:</b>             | Competence   |
| <b>Ethical Principle:</b> | Social workers practice within their areas of competence and develop and enhance their professional expertise. |

### **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern

- (1) Social workers' ethical responsibilities to clients,
- (2) Social workers' ethical responsibilities to colleagues,
- (3) Social workers' ethical responsibilities in practice settings,
- (4) Social workers' ethical responsibilities as professionals,
- (5) Social workers' ethical responsibilities to the social work profession,
- (6) Social workers' ethical responsibilities to the broader society.

\*To review the NASW Code of Ethics in its entirety see:

**<https://www.socialworkers.org/pubs/code/code.asp>**