



**JARVIS CHRISTIAN COLLEGE**

**SOCIAL WORK PROGRAM**

**DEPARTMENT OF BEHAVIORAL AND SOCIAL SCIENCES**

**HAWKINS, TEXAS**

# **STUDENT FIELD MANUAL**

**2019-2020**

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# **SOCIAL WORK FIELD MANUAL**

## **INTRODUCTION**

As Director of Field Experience and Assistant Professor, I would like to welcome students and field instructors who have shown commitment to the learning and educational process of the profession of social work. Field Experience provides students with exposure to the most modernized practices to develop their skills by working with quality field instructors. This Field Experience Manual is designed to provide information about the policies and procedures that guide the Jarvis Christian College's Baccalaureates of Social Work Program in the operation of its Field Experience Program. It also includes a statement of objectives for each required field course.

The manual is intended to be a working document, having evolved from the contributions of classroom faculty, field instructors, and students. It reflects as accurately as possible the direction, scope, and content of the total curriculum. However, there will undoubtedly be issues that are covered insufficiently, omitted, or changed due to the discovery of new knowledge, information, or experience. We hope that you will engage with us in the continuing process of critical study, examination, and refinement so that together we can strengthen the Field Experience curriculum and train increasingly effective social work, professionals.

I extend my appreciation to field instructors and best regards to students beginning their journey of learning and self-discovery.

Sonya Holmes, MSW, LBSW  
Director of Field Experience

**Jarvis Christian College  
Social Work  
Administration and Faculty**

**BSW Program Director**

Janice Toliver-King held an MSW degree from Florida State University and was appointed as a full-time tenure-track faculty member at the College in 2007, where she developed and implemented the social work program at Jarvis Christian College. Ms. Toliver-King has thirty (30) years of social work practice coupled with social work education. Her tenure in education began in 1989-2003, where she served as Assistant Professor and Director of BSW-MSW Field Education at Florida A&M University Department of Social Work, in 1996-1997- at Florida State University as an Adjunct Professor, and from 2003-2005 at Stephen F Austin State University as a Visiting Professor. She has taught both in undergraduate and graduate programs. Currently, she serves as Director of the Social Work Program. Her expertise lies in mental health, health care, and chemical dependency. She has taught across the curriculum while shepherding through the initial accreditation of the program.

**Director of Field Experience**

Sonya Holmes, Director of Field Experience, Assistant Professor, holds an MSW degree from Stephen F. Austin State University, a CSWE accredited program. She began practicing social work as a case worker for Child Protective Services. She has ten (10) years of practice experience working in healthcare as the department lead licensed Social Worker. She has served as Director of Field Experience for nearly two years, starting as an adjunct in 2015 and progressed to a full-time tenure track faculty member in August 2016. Recently she wrote an inter-generational grant that addresses bridging the gap between college-age students and the elderly in the context of rural communities. Her research lies in “The Effects of Extracurricular Activities on Behavior and Academics of High School Students.” Her expertise lies in health care, child welfare, and families. She is a full-time faculty member in social work.

**BSW Faculty/Chair of Arts and Science**

Phillip Farmer, Ph.D., holds a BSW, MSW, and Ph.D. in social work from an accredited school of Baylor University and the University of Texas Arlington and an M.S degree in Higher Education Administration from Kaplan University. His tenure began in Fall 2013 as an Assistant Professor as a full-time tenure-track faculty member and was promoted to Chair of the Division of Arts and Sciences. Later his position was changed as the organizational structure of the College was improved. He was appointed as the Chair of Behavioral and Social Sciences in which he served currently at 25% FTE’s and assigned 75% FTE’s to social work. He has served over 30 years of practice and administration in social work practices inclusive of HIV-AIDS, mental health forensics, school social work, adolescences mental health treatment, trouble youth, and mental retardation. Dr. Farmer has five years of social work education at Stephen F. Austin State University. His expertise lies in administration, grant writing, teaching.

**Adjunct-Faculty**

Gwendolyn Lee, MSW, holds a BSW, and MSW from Clark Atlanta University, in 2014, a CSWE accredited program, and currently enrolled in a doctoral program at Jackson State

University School of Social Work. She began teaching in the program as an adjunct in 2015. She holds certifications as a community health worker for the Texas Department of Health Services and adult, infant and child CPR expert. She is appointed as a part-time instructor.

### **BSW Faculty/Provost of Academic Affairs**

Glenell Pruitt-Lee, Ph.D. holds a BSW, and Ph.D. from Jackson State University, and an M.S.W from Temple University, which both are CSWE accredited programs. She has an extensive background in mental health, children services, and administrative, social work practices. Dr. Pruitt has served as an Assistant Professor, Interim Field Coordinator, and Field Coordinator from Mississippi Valley State – School of Social Work for over 19 years but has over 30 years of social work experiences years. She has served in multiple capacities as an administrator in social work fields such as Director of Children’s Services, Director Social Services, and Clinical Director of Summer’s Partial Hospitalization Program. Health She currently serves as the Provost/Vice President at Jarvis Christian College. Occasionally she teaches in the social work curriculum. Dr. Pruitt’s research focus is:

- An examination of Motivation Factors of Undergraduate Social Work Students Attending Rural Universities to Pursue a Master of Social Work Degree; and
- An Investigation into African American Female Social Workers Inclusion of Spirituality in Their Work with African American Female Clients in Mental Health Settings. (Dissertation)

## 1.0 CONCEPTUAL FRAMEWORK

### 1.1 Mission and Goals of the BSW Program

1.11 The mission of the BSW Program at Jarvis Christian College is to prepare competent entry-level generalist practitioners to address the needs of individuals, families, groups, organizations, and communities within the context of social, economic, environmental justice for those oppressed; and through the interaction with multiple social service agencies in regional, national and international communities.

1.12 Program Goals

#### The Matrix of Goals Derived from Mission Statement

Program Goals	Program Goals Derived from Mission Statement	Program's Mission Statement
Prepare students for entry-level generalist social work practice with client systems of all sizes and types especially concerned with the complexity of human diversity in rural and urban settings.	Goal #1 is derived from the first sentence of the mission statement that states "Prepare competent entry-level generalist practitioners to address the needs of the individuals, families, groups, community, organizations."	<i>The mission of the BSW Program at Jarvis Christian College is to prepare competent entry-level generalist practitioners to address the needs of individuals, families, groups, organizations, and communities.</i>
Socialize students with values and ethics of the social work profession as a guide to social work practice.	Goal #2 is derived from preparing the student as "competent" entry level practitioners	<i>to prepare competent entry-level generalist practitioners</i>
Provide study of theories and facts comprising knowledge base of human behavior and social environment with emphasis on populations-at-risk, human diversity, social and economic inequities nationally and globally.	Goal #3 is derived from the mission statement addresses human needs, human behavioral and social environmental factors and in the context of social, economic and environmental justice for those oppresses populations	<i>within the context of social, economic, environmental justice for those oppressed;</i>
Provide the study of the complexity of social service programs and the political and legislative processes used in the development and	Goal #4 derived from the mission that addresses the interactions with multiple social service agencies that are regulated by regional,	<i>within the context of social, economic, environmental justice for those oppressed; and through the interaction with multiple social service</i>



implementation of social policy.	national and international communities, and understanding oppression	<i>agencies in regional, national and international communities</i>
Provide orientation of social research methods, tools, and procedures used in the measurement of social behavior and social work practice.	Goal #5 Is derived from the mission statement in preparing competent entry-level generalist’s practitioners	<i>To prepare competent entry-level generalist practitioners to address the needs of individuals, families, groups, organizations, and communities.</i>
Provide application of generalist practice methods with client systems in diverse settings.	Goal #6 is derived from the mission statements preparing generalists to practice within the context of diversity, social, economic, and environmental justice for the oppressed	<i>is to prepare competent entry-level generalist practitioners to address the needs of individuals, families, groups, organizations, and communities within the context of social, economic, environmental justice for those oppressed</i>
Prepare students with a strong educational foundation that will foster a commitment to continuous personal and professional development, and advance training especially for those who may want to pursue graduate education.	Goal #7 is derived from the all-inclusive mission statement Competent generalist practitioners, social, economic, and environmental justice, for the oppress; and the interaction with social service agencies in local, regional, national and international levels.	<i>The mission of the BSW Program at Jarvis Christian College is to prepare competent entry-level generalist practitioners to address the needs of individuals, families, groups, organizations and communities within the context of social, economic, environmental justice for those oppressed; and through the interaction with multiple social service agencies in regional, national and international communities.</i>

The goals of the BSW Program are derived from our mission to educate students to become generalist social work practitioners and address oppressed vulnerable populations of social, economic, and environmental justice in multiple settings. The program goals are carefully designed to reflect congruence with recognized the importance of advocacy for populations-at-risk and particularly those who are of oppressed groups regardless of race, ethnicity, age, gender, sexual orientation, religion, disabilities, and mental health disabilities. The mission embraces the application of the seven steps of the generalist practice which includes: engagement, assessment,

planning, intervention, evaluation, termination and follow-up, and is purposefully preparing students to practice in a global society.

**The program is to:**

- a. Prepare students for entry-level generalist social work practice with client systems of all sizes and types especially concerned with the complexity of human diversity in rural and urban settings.
- b. Socialize students with values and ethics of the social work profession as a guide to social work practice
- c. Provide study of theories and facts comprising knowledge base of human behavior and social environment with emphasis on populations-at-risk, human diversity, social and economic inequities nationally and globally.
- d. Provide the study of the complexity of social service programs and the political and legislative processes used in the development and implementation of social policy
- e. Provide orientation of social research methods, tools, and procedures used in the measurement of social behavior and social work practice
- f. Provide application of generalist practice methods with client systems in diverse settings
- g. Prepare students with a strong educational foundation that will foster a commitment to continuous personal and professional development, and advance training especially for those who may want to pursue graduate education

**1.13 Relationship to Social Work Values and Ethics**

The mission and the objectives of the BSW Program stem from a Fundamental commitment to the values of the social work profession which are rooted in the principles of social and economic justice, confronting all forms of oppression, combating discrimination in all its forms, and working to empower individuals, families, groups, and communities. The BSW Program aims to produce entry-level of social workers to engage and practice the ethic of social work.

**1.14 Preparation for Generalist Social Work Practice**

The objectives of the BSW Program affirm the urgency of providing students with a strong value-based foundation for the diverse practice roles of today's social work practitioners, who are called upon to serve individuals, families, groups, communities, organizations, and political institutions to improve social conditions and insure that all people can realize their full potential.

**1.2 Social Work Values and Ethics**

The curriculum of the BSW Program is designed around fundamental, historic social work values. These include social and economic justice, the rights of all people to realize their full potential in an environment free of racism, sexism, and discrimination of all kinds, and the urgency of public responses to vulnerable populations. Also, the emphasis in the curriculum is on methods of empowering people to become aware of the nature of the struggles that they face, to understand and articulate their own goals and potential for achieving them, and to understand the collective nature of power for bringing about meaningful social change. To this end, all

courses have been designed to carry these themes in their objectives and content.

This emphasis is not entirely in harmony with the free enterprise system of Hawkins Texas. The value conflicts between social work students, community institutions and between students and significant persons in their lives, are sources of stress but also the conditions for self-exploration and growth. Our society is riddled with inconsistencies between ideology and reality. In the BSW curriculum, students come face-to-face with these issues. Helping students know the value-based foundation of the social work profession, showing them how to explain their social work values to others, and assisting them in making ethical decisions in a conflictual world are emphasized throughout both the BSW curricula.

To help ensure that these values and related ethical practice principles are adequately addressed in the curriculum, Introduction to Social Welfare (SOCW 2361), Interview & Recording (SOCW 3302), Ethical Practices and Professional Self (SOCW 3306), Social Work Practice I (SOCW 3341), Social Work Practice II (SOCW 3342), and Social Work Practice III (SOCW 3343) provide a broad perspective on the fundamental values of the social work profession, translating the values into principles for ethical practice.

### ***Special Populations***

The BSW Program strongly asserts the requirement that content relevant to minorities of color, aging, women, the poor, individuals with mental and physical disabilities, and gay and lesbian persons is present in all courses. All the course syllabi in the BSW curriculum contain an objective that asserts this requirement. Given the focus of the curriculum on social justice, affecting change, and ending oppression, all courses have a substantial emphasis on special populations. Courses such as Diversity, Social, Economic, and Environmental Justice (SOCW 4346) and Human Behavior and the Social Environment I and II (SOCW 3340; SOCW 3345) have a specific emphasis on special populations.

### **1.3 Philosophy of Field Experience**

The Field Experience is an essential component of the BSW Program's professional education for social work practice. The purpose of field instruction is to provide students with opportunities for development, integration, and reinforcement of competence through performance in actual service delivery situations. As students undertake to learn within the reality of agency life, a vehicle is established whereby use of theory acquired through foundation and concentration courses is applied, skills are developed and refined, and attitudes and values are critically examined. Additionally, students are afforded opportunities for analysis of the effects of social welfare policy on programs and services, opportunities for the development of research questions about practice efforts, and opportunities for evaluation and practice interventions. Field instruction enables students to integrate the cognitive, affective, and experiential aspects of their social work education. It is designed to produce a knowledgeable, skilled, self-evaluating and professionally reflective social worker.

### **1.4 Council on Social Work Education (CSWE) 2015 Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable performance descriptors comprised of knowledge, values, and

skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The nine core competencies listed below are used to operationalize the curriculum and assessment methods.

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The following link can be accessed for a full description and explanation of the CSWE Core Competencies.

[www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](http://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

### **1.5 Curriculum Overview**

The BSW Program offers a 60 credit-hour BSW degree requiring the successful completion of a curriculum comprised of courses totaling 60 credit hours. Applicants to the program are required to have completed the general education curriculum with an overall GPA of 2.0, two of the three required cognate courses an overall grade point average of 2.0, completion and acceptance of application to enter the social work program and a personal statement. Applicants having transferred in from a CSWE accredited program will waiver the repeat of all social work courses except in practice and diversity, social, economic and environmental justice course. All applicants must complete their last 30 course hours within the program at Jarvis Christian College. Such waivers are granted individually by the BSW Director after reviewing the applicant's BSW course work.

The BSW curriculum places a strong emphasis on the themes of social justice, economic and environmental justice, discrimination and oppression, and the multiple roles and responsibilities that effective social workers must engage in as a beginning social worker for empowering individuals, groups, families, organizations, and communities. The curriculum gives significant emphasis to understanding the role of public sector resources and services for empowering oppressed populations, while also noting oppressive elements within client systems. Students are prepared with beginning knowledge in applying macro, mezzo and micro intervention strategies and skills within that context.

#### **The relationship between Field Experience and Classroom Practice Courses**

An intended relationship exists between Field Experience and classroom practice courses. Field curriculum and classroom academic curriculum are considered a whole, as they are designed to

complement, inform and strengthen each other. Theory and practice skills learned through course assignments, class discussion and simulation are applied to the agency practice setting. The required field course and field seminar are offered as a block placement, following the completion of social work practice courses.

This design presupposes a relationship between field and practice courses that the Social Work Program considers to be central to its educational process. The purpose of the Field Experience Curriculum is to graduate generalist social work practitioners who have studied, critically reflected, learned and practiced in both academic and agency-based field settings, and who demonstrate a generalist level of competence as described through the Core Competencies of EPAS 2015. Classroom objectives are operationalized in the field through the definition and identification of specific learning behaviors. Theoretical concepts from professional literature and classroom experience are tested in the field setting. At the same time, classroom content is expanded through the ability to draw from Field Experience.

Field Experience (SOCW 4320) and Seminar (SOCW 4343) supports the generic objectives of working with individuals, families, groups and communities and organizations. The field course is designed to enhance the student's integration of classroom instruction into the development of competent professional practice.

## **2.0 FIELD EXPERIENCE ORGANIZATIONAL STRUCTURE**

### **2.1 Administration**

The Field Program is administered by the Office of Field Experience, who is responsible to the Director of the BSW Program. The Field internship is delivered through the collaboration of several components: The Field Education office, including the Director of Field Experience, the field instructors and task supervisors; field liaisons, and the student interns. The Program's Constituents Advisory Board is the primary governing body and approves all policies of the program. The Field Experience Advisory Committee serves the Office of Field Experience in an advisory capacity concerning policies and procedures and the planning of special programs and services for field instructors and students. Faculty members serve in a liaison capacity to students and field instructors when the student-instructor ratio meets capacity (more than 12 per faculty member). Finally, numerous agencies and their staffs serve as field placement sites and instructors, thus providing the invaluable supportive core of the field instruction program.

### **2.2 Office of Field Experience**

The Office of Field Experience is composed of a Director of Field Experience. The responsibilities of the Director include generalist practice experience. The primary responsibilities of the Director include the following

- a. Process, review, and access applications of new agencies for possible affiliation with the BSW Program.
- b. Review and assess currently affiliated agencies.
- c. Process, review, and access applications for new field instructors and task supervisors.

- d. Develop and maintain resources by which students may become familiar with available agencies and fields of practice.
- e. Plan and implement the process for student assignments to Field Experience and assign students to agencies.
- f. Consult with students and, when necessary, with faculty, the BSW Director, and field instructors in the selection of placements.
- g. Design, review, and revise supplemental materials such as the field manual, field forms, and field directories by which students and field instructors may become familiar.
- h. Organize and conduct Field Experience orientation meetings for students, field instructors, and faculty.
- i. Consult with faculty and, in conjunction with the Director of the Social Work Program, make liaison assignments.
- j. Consult with faculty liaisons regarding individual student problems, and requests for change of placement.
- k. Consult individually with students as they require direction or support in negotiating and completing Field Experience course requirements.
- l. Consult with the Curriculum Committee to review and revise goals for field course learning outcomes.
- m. Plan, in consultation with the Field Experience Advisory Committee, seminars, workshops, and recognition events for field instructors.
- n. Design and implement an ongoing evaluation for Field Experience to ensure that learning objectives are met.
- o. Coordinate and provide field instructors with training and seminars.

### **Director of Field Experience**

Director of Field Placements serves primarily as field liaison up to 12 students in the field. Full-time faculty serves as field liaison when 12 or more students are in field. Faculty must have an MSW and two years of practice experience. Faculty liaison responsibilities are considered a part of total faculty workload. The number of students assigned to a faculty liaison depends upon other workload responsibilities, and geographic location of students. Specific objectives include:

- a. Developing a firm understanding of current CSWE Core Competencies and practice behaviors, Jarvis Christian College BSW field education policies and procedures, Field Manual, curriculum and field education goals and objectives.

- b. Attend Field Liaison/Field Instructor Orientation
- c. Meet individually with student's face-to-face and provide feedback regularly throughout the semester

### **2.3 Relationship between the Office of Field Experience and Office of the BSW Director**

One major responsibility of the Office of the BSW Director is technical academic advising and the development of degree plans for students. This includes decisions regarding which field instruction courses will be taken in which semesters. The Office of the BSW Director and the Office of Field Experience work closely together to ensure educationally sound Field Experiences for all students.

### **2.4 Faculty Advisors**

Faculty Advisors work with students to create professionally directed educational experiences. The Office of Field Experience works closely with the faculty advisors to ensure that field practice and classroom content are professionally relevant and supportive of student career goals.

### **2.5 Field Experience Advisory Committee**

The Field Experience Advisory Committee supports the mission of the BSW program and Jarvis Christian College and advises the Office of Field Experience on the educational and administrative policies and procedures that govern the Program's Field Experience program. It also collaborates with the Curriculum Committee to ensure a close inter-relationship between classrooms and field learning experiences.

### **2.6 Faculty Liaison System**

#### ***2.61 Goal***

The goal of the faculty liaison system is to ensure a cohesive and progressive training experience in the Field Experience. The faculty liaison helps students and field instructors in the following ways:

- a. Orient students to the field in field labs and field seminars.
- b. Serves as a channel for communication between the director of the field, students, and field instructors to promote awareness of students' needs and to help students maximize their educational opportunities in both the classroom and the field.
- c. Be available for regular consultation with students and field instructors and participates in the problem-solving process.
- d. Evaluation and the sharing of feedback is an ongoing, open process that occurs throughout the field placement. The faculty liaison, field instructor, and student participate in a mid-term and final evaluation session each semester. A grade is assigned collaboratively.
- e. The faculty liaison is expected to coordinate and conduct approximately three agency visits per student/per semester. Visits are conducted with the field liaison, the field instructor, and the student all present.

#### ***2.62 Field Liaison Procedure***

- a. The assignment of a faculty member to the field liaison role is made at the beginning of each semester.

- b. The field instructor and students are notified of the liaison process and the assigned liaison.
- c. The assigned liaison is notified of all agencies and students for whom s/he is responsible.
- d. As Educational Learning Contracts are completed and received by the Field Office, copies are forwarded to the field liaison.
- e. At least one regular visit per semester is scheduled to insure a cohesive and progressive training experience. For block placement students, two visits per semester are scheduled.
- f. The faculty field liaison schedules these visits in advance with her/his respective field instructor (or agency liaison) and determine the most effective way to work together. The agency is to be given the date and the anticipated length of the visit as well as the names of persons who are to be included in the meetings.
- g. It is important that the faculty field liaison provide an opportunity to confer (perhaps only briefly) with the agency executive during a liaison. This is an effective way to interpret the Social Work Program's BSW Program to the community and to maintain the executive's interest in the educational program. Also, this kind of conference helps the school to keep in touch with agency and community problems and developments.
- h. A Field Visit Form summarizing the field liaison's observations and recommendations is completed and returned to the Office of Field Experience within five [5] working days of the visit.

### ***2.7 Field Agencies***

The BSW field sites must have experiences that are compatible with the scope of practice of a bachelor's level practitioner. Agencies must be committed to helping students with a beginning level of professional competence with diverse populations. Any human service organization is eligible to apply for affiliation with the Social Work Program's BSW Program for providing field instruction to students. Business and industrial organizations with human service components (e.g., employee assistance programs or health and wellness programs) may also apply. Special consideration will be given to those settings that most clearly support the BSW Program's mission.

### ***2.8 Field Instructors***

Field instructors represent the heart of the Field Experience as they, in their dual role as practitioners and teachers, enable students to bridge the gap between theoretical concepts and practice realities. In a close relationship with the student, it is the field instructor who leads the student to a personal understanding of the responsibilities



and rewards of professional social work. Toward this end, field instructors assume primary responsibility for:

- Orientation to the purpose, policies, and procedure of the agency and expectations for student performance.
- Development of learning projects and experiences.
- Negotiation with the student in developing the Educational Learning Contract.
- Individual educational supervision of each student at least once a week, exclusive of student group meetings.
- On-going, as well as final educational assessments of student progress.
- Participation in periodic meetings with the faculty field liaison to evaluate student progress and the effectiveness of the educational experience.
- Facilitation of a positive, cooperative working relationship between the Agency, and the BSW Program, including informing the BSW Program of any agency or organizational problems that would affect student learning.
- Participation in field seminars, continuing education offerings, and other support systems available to field instructors.

Because of the significant and central role played by field instructors in the educational experience of the student, they are very carefully screened, selected, trained, and evaluated.

### **Off-Site BSW/MSW Field Instructor/On-Site Preceptor Model**

In selected situations and with prior approval from the Director of Field Experience, an Off-Site BSW/MSW Field Instructor/On-Site Preceptor Model of field instruction may be utilized by a field agency which does not have a BSW/MSW employee available for field teaching. These situations usually occur in new, "cutting edge" areas of social work practice where social work is just beginning its impact and which the BSW/MSW Program wants to develop. Off-Site BSW/MSW Field Instructors are selected jointly by the targeted agency and the Director of Field Experience in consultation with the appropriate faculty members interested in developing the site. Responsibilities for field instruction using this model are outlined below.

### **Off-Site BSW/MSW Field Instructor**

When an agency that can offer an innovative field experience for our students does not have an on-site BSW/MSW field instructor, the agency may contract with someone with a BSW/MSW degree to serve as an Off-Site BSW/MSW field instructor. This strategy aims to expand the role of the social work profession in non-traditional social work settings and to create workforce development and potential employment for our BSW graduates.

The Field Director must approve such appointment. The criteria for an Off-Site BSW/MSW Instructor is listed below.

- a. Must meet criteria for field instructor.
- b. Must attend orientation and training about field education and learn how the field activities must adhere to the nine social work competencies
- c. Assumes primary responsibility for creating the Educational Learning Contract, including learning objectives and practice tasks, with the on-site preceptor and the student.
- d. Meets weekly with a student in supervisory session to review the progress of the student toward achievement of learning objectives and to assist the student with the integration of practice realities and theoretical concepts.
- e. Meets periodically with the student and on-site preceptor to evaluate student performance and modify the Educational Learning Contract, if necessary.
- f. Assumes primary responsibility for submitting to the Director of Field/faculty liaison the written evaluation and grade recommendation for the student at the end of each semester.

Assumes primary responsibility for meeting with the assigned Director of Field/faculty field liaison and student during the semester to review student progress, and for alerting the liaison promptly of any problems or potential problems which might interfere with a successful educational outcome

#### **On-Site Preceptor**

- Assumes primary responsibility for orienting the student to the agency, to agency staff, and to work projects.
- Works with the Off-Site BSW Field Instructor and student to create the Educational Contract, which includes learning objectives and practice tasks.
- Assumes primary responsibility for supervising the daily work of the student as described in the Educational Contract.
- Meets periodically with the student and the Off-Site BSW Field Instructor to evaluate student performance and modify the Educational Contract, if necessary.
- May meet with the faculty field liaison to review student progress, at the request of either the student, the Off-Site BSW Field Instructor or the faculty field liaison.

#### **Non-Credential Field Instructor**

Those instances in which a social services agency has been approved for placement and has met the generalist practice criteria but does not have a BSW or MSW degreed person from a

CSWE accredited program, the program will assist in finding in providing a qualified field instructor which can include faculty, faculty adjuncts, or a field instructor from another agency. A task supervisor can serve in the capacity of field instructor with permission of the Field Director. The Field Director or faculty liaison will be primarily responsible for the student's learning experience and provide the supervision and accountability as the credentialed field instructor. These are approved on a case-by-case basis only if the agency is found to provide generalist social work practice and has met the other criteria listed above. The task supervisor must be employed within the agency and must serve in a professional social service role and make application with the Director of Field Experience. This person must attend orientation and training about field education and must meet with the designated field instructor and the student once per week for a minimum of one hour. During these one-hour meetings, the assigned field instructor will introduce the various social theoretical frameworks, ethical practices, social policies, and research as these apply to individuals, families, groups, organizations, and communities through the services provided through the agency. Students are to work closely with the task supervisor, the assigned field instructor, faculty liaisons and Field Director. The faculty liaison will evaluate students' performance with the initial visit within the first three weeks, midterm visit, and final evaluative visit. The faculty liaison is responsible for ensuring the nine social work competencies are addressed through the activities outlined in the educational learning contract, and a generalist social work perspective is maintained.

### **3.0 SELECTION OF SETTINGS AND INSTRUCTORS FOR FIELD PLACEMENT**

#### **3.1 Criteria for the Selection of Field Instructors**

The term, "field instructor," designates an individual who is an employee of an agency who is assigned instructional responsibility for a student enrolled in a field course with placement in that agency. Field Instructors are expected to offer student meaningful learning opportunities that demonstrate the core social work competencies. To be approved by the BSW Program as a field instructor, one must meet the criteria below. Individual exemptions, from one or more of these qualifications, must be approved by the Director of Field Experience.

- a. All field instructors shall possess the Baccalaureate of Social Work/ Master's degree from a Council on Social Work Education-accredited social work program.
- b. Field instructors shall have at least two years of social work experience following the bachelor's and master's degree.
- c. Field instructors shall have the ability in, and knowledge of areas of, social work practice being taught by the BSW Program.
- d. Field instructors shall have a thorough knowledge of the agency in which they are employed.
- e. New field instructors shall attend a training seminar in field instruction provided by the BSW Program. Returning field instructors should attend training within the last 12

months of receiving a student.

f. Field instructors shall demonstrate an interest in supervision, staff development, and instruction.

g. Field instructors shall make use of support systems designed for field instruction.

h. Field instructors shall understand, accept, and incorporate the educational objectives and CSWE competencies of the BSW Program.

### ***3.2 Agency Affiliation Process and Agreement***

For new agencies, the field instructor selection process is a part of the initial agency affiliation process. In addition to agency application, curriculum vitae and proof of licenses held for potential field instructors are reviewed. For affiliated agencies wishing to utilize new staff as field instructors, the pattern of review listed below is usually followed:

The Director of Field sends an electronic invitation, a field application and a Data Information Form to potential field instructors.

1. Upon favorable review of the field application and curriculum vitae, the agency is invited to attend an orientation seminar where expectations of the BSW program are an outline, and affiliation agreements are complete.
2. Field Instructors are required to attend a Field Instructor training to discuss primary responsibilities for supervising students in their agency sites, including developing learning assignments, providing regular supervision, and evaluating mastery of field learning behaviors.
3. During the training seminar, the Director of Field meets and assesses each candidate for field instruction.
4. Upon successful completion of the training, as ascertained by the Director of Field Experience, candidates are approved as field instructors.

### ***3.3 Criteria for the Selection of Field Instructors***

The term, "field instructor," designates an individual who is an employee of an agency and who is assigned instructional responsibility for a student enrolled in a field course and placed with that agency. Field Instructors are expected to offer student meaningful learning opportunities that demonstrate the core social work competencies. To be approved by the BSW Program as a field instructor, s/he must meet the criteria below. Individual exemptions from one or more of these qualifications must be approved by the Director of Field Experience.

All field instructors shall possess the Baccalaureate of Social Work or master's degree from a Council on Social Work Education-accredited school of social work.

Field instructors shall have at least two years of social work experience

following the bachelor's degree or holds a master's degree.

Field instructors shall have the ability in, and knowledge of areas of, social work practice being taught by the BSW Program.

Field instructors shall have a thorough knowledge of the agency in which they are employed.

New field instructors shall attend a training seminar in field instruction provided by the BSW Program. Returning field instructors who have completed training previously must ensure they have attended training within the last 12 months of receiving a student.

1. Field instructors shall demonstrate an interest in supervision, staff development, and instruction.
2. Field instructors shall make use of support systems designed for field instruction.
3. Field instructors shall understand, accept, and incorporate the educational Objectives and CSWE competencies of the BSW Program.

#### ***3.4 Field Instructor Affiliation Process***

For new agencies, the field instructor selection process is a part of the initial agency affiliation process. Curriculum vitae and proof of licenses held for potential field instructors are reviewed, together with agency applications. For affiliated agencies wishing to utilize new staff as field instructors, the pattern of the review below is usually followed:

- a. The Director of Field Experience sends each potential placement an electronic invitation, a field application and a Data Information Form to potential field instructors.
- b. Upon favorable review of the field application and curriculum vitae, the agency is invited to attend an orientation seminar where expectations of the BSW program are an outline, and affiliation agreements are complete.
- c. Field Instructors are required to attend a Field Instructor training to discuss primary responsibilities for supervising students in their agency sites, including developing learning assignments, providing regular supervision, and evaluating mastery of field learning goals.
- d. During the training seminar, the Director of Field Experience meets and assesses each candidate.
- e. Upon successful completion of the training, as ascertained by the Director of Field Experience, candidates are approved as field instructors.

#### ***3.5 Support Systems for Field Instructors***

The agency-based field instructors serve as extensions of the BSW Program's faculty. Their contributions to the education of BSW students are substantial. Since they work in partnership with faculty, it is important that they have the resources of the College available to them such as:

- a. Annual seminars and workshops for all field instructors related to social work and student/educational issues.
- b. Individual field consultation from faculty assigned as liaisons to the agency.
- c. Use of the Jarvis Christian College library facilities.
- d. Discount to educational and cultural activities related to the Program of Social Work and Jarvis Christian College.

Also, time spent during field instruction may be verified by the Office of Field Experience and used to meet the continuing education requirements for social work licensure by the State of Texas.

#### **4.0 ASSIGNMENT OF STUDENTS TO FIELD PLACEMENT**

##### ***4.1 Relationship between Degree Plan and Field Experience***

Upon entering the BSW Program, all students must have a degree plan approved by the BSW Director. The Degree Plan outlines semester-by-semester courses a student is approved to take in line with career goals and within the policy requirements of the BSW Program. There are explicit requirements regarding the sequencing of, and prerequisites for, courses, including field courses. Any variation from these requirements necessitates obtaining approval from the BSW Director.

The appropriate course and semester for Field Experience must be determined in conjunction with the student's faculty advisor and be reflected on the student's Degree Plan. Only after this is done is it appropriate to discuss specific arrangements for field placement with the Office of Field Experience. It is important for students to bring their Degree Plan to any meeting regarding field placement options.

##### ***4.2 Factors Considered in Placement of Students***

###### **4.21 Prerequisites for Field Placement**

To be eligible for the SOCW 4320 Field Experience and SOCW 4343 Seminar students must have already completed the 54 semester credit hours of the curriculum. The field and seminar courses are taken concurrently. Failure to take a seminar will result in a failing grade for the course. This SOCW include the following courses:

- SOCW 2361 Introduction to Social Work (3 cr.)
- SOCW 3300 Social Work Research I (3 cr.)
- SOCW 3302 Interviewing and Recording (3 cr.)
- SOCW 3306 Ethical Practices and the Professional Self (3 cr.)
- SOCW 3340 Dynamics in Human Behavior and Social Environment I (3 cr.)

Micro & Mezzo  
SOCW 3341 Social Work Practice I (3 cr.)  
SOCW 3342 Social Work Practice II. (3 cr.)  
SOCW 3343 Social Work Practice III (3 cr.)  
SOCW 3346 Social Welfare Policies and Programs (3 cr.)  
SOCW 4340 Dynamics in Human Behavior and Social Environment II (3 cr.)  
Marco  
SOCW 4346 Diversity, Social, Economic and Environmental (3 cr.)  
Justice  
SOCW 4358 Social Work Research II (3 cr.)  
SOCW4352 Capstone: Generalist Social Worker (3 cr.)  
SOCW Social Work Elective (6 cr.)  
SOCW Social Work Cognate (9 cr.)

**Field Experience Orientation:** Students are required to attend a 2-hour student field orientation before beginning the field. This mandatory orientation reviews content in the Field Manual, such as roles and responsibilities of the field education team (field administrators, faculty liaison, field instructors, agency task supervisors and student) field policies, field education objectives, learning contracts, performance problems and grounds for termination, professional and ethical conduct, and evaluation and grading procedures. The orientation will be scheduled during the first week of classes for the semester. **Failure to attend this orientation will prohibit entry into field instruction and will, therefore, delay a student's course of study. Evaluation of student learning takes place through several processes.**

#### **4.22 Additional Factors**

Some of the special factors that may be considered in the placement of students include the following:

- a. Available transportation and distance of agency from school/home.
- b. Specific hours required by the agency as related to student availability.
- c. Special ethnic or cultural understanding and language ability.
- d. Special physical challenges of student and agency.
- e. Specific skills and knowledge in specialized areas.
- f. The number of field instructors available for teaching in a setting.
- g. Financial need, availability, and special requirements of student stipends.

#### **4.3 Timeline and Procedures for Block Placement of Students**

##### **September & January**

Field Orientations are scheduled to acquaint students with Field Experience policies and procedures. Special emphasis is placed on the field application process. Attendance at this

Orientation is required prior to beginning Field Experience.

- a. Students may use the agency Field Experience directory to familiarize themselves with the availability and variety of placement opportunities.
- b. Students are encouraged to discuss their educational needs and career goals as related to field placements with their current with their faculty advisors, and with professors specializing in their areas of professional interest.

#### September & February

All field applications for Field Experiences that begin in the Spring/Fall Semester are due in the Office of Field Experience. The exact due date is in the Field Calendar which is distributed to all students.

#### October & March

Notifications of Referral for Field Placement forms are sent to all students and agencies. Students have fourteen [14] days from receipt of the Notification to contact their field instructors and confirm their placements

- a. The annual Field Agency Marketplace offers students the opportunity to discuss field placement options directly with agency representatives and field instructors. During the Marketplace, students arrange for on-site agency interviews to be held before mid-November/May.
- b. The application for Field Placement must be submitted to the Office of Field Experience by the established deadline. This deadline varies according to the priority registration dates set by the College. This deadline applies to continue students desiring summer and fall field placements.

#### **4.4 Deadlines**

Deadlines for applications for all field practice are final. Failure to apply for Field Placement by the posted deadline date may result in not being eligible for placement in that specific semester. Students are notified electronically regarding deadlines for field applications. The purpose of the deadline for field applications is to establish eligibility for field courses before the registration process and to reserve a specific number of placement opportunities for a given semester.

#### **4.5 Policy/Procedure for Change of Placement**

##### Policy

A careful selection of social service agencies and instructors for the Field Experience sequence is made by the BSW Program. **Assignment of students to field placement is made for the academic semester.** Occasionally, a change for field placement is necessary and may be granted for any of the following reasons:

- a. Change in personal circumstances (finances, transportation, health) (**Not personal preference.**)



- b. Agency is not able to provide accessibility to students with physical challenges.
- c. Change in school policy.
- d. Internal matters of the agency.
- e. Irreconcilable differences between student and field instructor
- f. Unethical behavior by agency or field instructor

Procedure for Change

- a. The student must first discuss the desire for a change of field placement and field instructor with the field instructor. A careful delineation of the factors involved is required.
- b. If the issues are not resolved, the student must discuss the concerns with the Faculty Field Liaison. The Liaison must review the concerns with both student and field instructor before making a formal recommendation to the Director of Field Experience.
- c. After consultation with the Faculty Field Liaison, the Director of Field will decide regarding the requested change.
- d. If it appears that a change is necessary, the student must submit a written statement requesting change documenting the reasons that support such change.
- e. Upon receipt of the statement, the Director of Field will contact the student's Faculty Liaison to advise him/her of the process about to be undertaken. S/he will also advise the field instructor of the student's placement situation.
- f. If the field instructor initiates the request for change, the matter must first be discussed with the student and then with the Faculty Field Liaison. It is preferable that the field instructor confers with the agency executive regarding the request for change before notification and communication with the Field Experience Office.
- g. A conference with the four parties (Student, Field Instructor, Faculty Liaison, and Field Director) will take place, and a decision will be made regarding the desired change. The agency executive will be notified in writing of the decision and rationale for action taken by the Field Experience Director.
- h. A consensus of those involved will be required to proceed with the change of field placement and field instructor. If the situation is not resolved to the satisfaction of the student, the Grievance Procedure of the BSW Program is to be followed.

***4.6 Unsatisfactory Progress in the Placement***

When a student is not making satisfactory progress or doing satisfactory work in the agency, the

Field Instructor and Task Supervisor should notify the faculty Field Liaison as soon as possible. Unsatisfactory work includes performance problems like repeated tardiness or absence and late assignments as well as an inadequate demonstration of professional knowledge, skills, or values or serious problems with colleagues or supervisors. The Field Liaison will schedule a conference with the Field Instructor (and Task Supervisor, if applicable), and subsequently with the student to discuss the problem(s) and update the learning contract to address the problem(s). This information will be communicated to the Director of Field who may be included in any subsequent meetings. The student will receive written notification from the Field Instructor and Field Liaison regarding the specific concerns and the specific changes necessary. If the student does not meet the requirements of the updated learning contract and those in the written notification, the student could receive a failing grade for the placement.

#### ***4.7 Creation of One's Placement***

All field placement assignments must be arranged through the Office of Field Experience. The Director of Field Experience is the final authority on approval of field placement. Field placement assignments will be made only to agencies that are affiliated formally with the BSW Program. Students may not visit agencies for interviewing for possible field placement unless they have discussed with the Office of Field Experience. Agencies and social work practitioners are extremely busy meeting the myriad needs of clients. Therefore, visits from student observers, unless coordinated by the Office of Field Experience, may result in disrupted client service and termination of the agency's affiliation agreement with the BSW Program. The Director of Field will work closely with individual students to select or to create (to the extent possible) a Field Experience designed to meet specific educational goals.

#### ***4.8 Credit for Work Experience***

The policies and standards of the national accrediting body for schools of social work, the Council of Social Work Education (C.S.W.E.), state: "Academic credit for life experience and previous work experience shall not be given in whole or in part, instead of the Field Experience." (Council on Social Work Education, EPAS 2015). The Program strictly adheres to this mandate without exceptions.

#### ***4.9 Field Placement at Place of Employment***

The Social Work Programs gives no credit for life experience or work experience. The purpose of professional social work field education is to provide an educationally sound, applied practice experience for social work students. When a student requests permission to maintain or accept employment in an agency that has been deemed an appropriate agency placement according to the Program's Policy on field placement agency selection, special attention is paid to maintain the educational standards of the field education component.

To ensure the integrity of the field experience, the field placement must be a complete separation between a student's employment and that student's field placement. The Field Director contracts in writing with the agency in which a student is, or seeks to be employed, to ensure: 1) that the student's field practicum experience is conducted in a part of the agency program that is separate from the student's employment; 2) that the Field Instructor for the student is not the same person who is supervising the student in his or her employment at the agency; and 3) that credit for field practicum will be given only for those hours in which the student is engaged in field practicum

learning assignments. The roles of the student must be fundamentally different from that of their current job description and in line with generalist social work activities. The learning task and assignments given to the student must benefit the student's educational competency, not the productivity of the agency. Also, the student's field instructor must be different from the student's employee supervisor. The focus of student's education must include theories of generalist practice and provide opportunities to demonstrate critical thinking. The student must be able to demonstrate that employment responsibilities and assignments are apart from and distinct from field assignments. Field instructor/field liaison will ensure continued compliance during regularly schedule face-to-face visits to make sure learning experiences are within the standards outlined by CSWE.

Students wanting to conduct their field placement at their place of employment must submit a written request to do so in the form of a petition. Approval of such a request is not automatic but is considered concerning maintaining the integrity of a student's learning, protecting the quality of competency achievement, and upholding a collegial relationship between the program and its partner agencies. Placements will be approved only for organizations with multiple divisions that can demonstrate their capacity to permit a student to work with diverse client populations and to achieve the learning objectives of the field curriculum. A student must demonstrate that employment responsibilities and assignments are separate and distinct from field assignments. This type of placement can be accomplished through reassignment to another department or division on the student's designated field days (3 hours per week).

In the petition, students must first describe their work activities, identify their work supervisor, and outline their work hours. They must next specify proposed placement activities, identify who will serve as their agency field instructor, and provide a list of their field placement hours—all of which must be different and distinct from their work situation. In other words, a student's petition will not be approved if her or his work activities are substantially similar to her or his placement activities as this will not support a meaningful learning experience. Designated work hours must be distinct from time devoted to learning in the role of placement student, and the work supervisor must be someone other than the practitioner serving as the student's field instructor due to potential conflicts of interest. The petition must include a statement in which the student agrees to notify the field program in the case of a change in employment status. The document must be signed by the student, the work supervisor, and the field instructor, indicating that all stakeholders agree with the employment/placement arrangement.

Faculty field liaisons are given copies of petitions for all students assigned to them who have been approved by Director of Field to conduct their field placements at their places of employment. Liaisons, through their visits and other contacts, monitor for continued compliance with the terms of the petition and intervene when needed to make sure learning experiences are occurring in congruence first and foremost with the field competencies.

#### ***4.10 Night and Weekend Placements***

The Program has a limited number of agencies available that will accept students on nights and weekends. Most agencies do not have qualified supervisory staff available during non-traditional hours. Therefore, the BSW Program cannot guarantee students that they can complete field placements on nights and weekends. Every effort will be made to locate placements of this type, but no "off hours" placement will be used that compromises the BSW Program's educational objectives or the quality of field instruction. Students need to be aware of this situation as they prepare their Degree Plans to avoid misunderstanding and unrealistic expectations.

## **5.0 EDUCATIONAL POLICIES**

### ***5.1 Required Field Courses: Clock Hours and Course Learning Outcomes***

The Field Experience course earns twelve (12) credit hours and involves 450 clock hours of social work practice per semester over 15 weeks; totaling The Field Seminar earns three credit hours and meets separately in the classroom for 15 weeks.

These course hours are designed to achieve specific course objectives. These hours are organized into a concurrent schedule of four or five days or 30 clock hours per week. Students are not allowed to complete their Field Experience more than one week before the end of the semester.

Field Experience (SOCW 4320) and Field Seminar (SOCW 4343) begins at the completion of the liberal arts foundation courses and the social work curriculum. Students can be enrolled during the Fall or Spring semesters.

***Block Placement.*** The Program offers one model of field instruction referred to as “block” placement. The block placement model requires students complete 450 total clock hours throughout 15 weeks, equating to one semester.

Students are automatically enrolled concurrently in a Field Experience Seminar course. This course meets for 3 hours every week for the semester and is designed to assist students in integrating their practice experience with the knowledge and skills taught in the classroom. Specific learning objectives for the Field Experience Seminar may be found in Appendix F.

### ***5.2 The Educational Learning Contract***

The **Educational Learning Contract** specifies educational and professional objectives which are derived from the program, CSWE nine competencies and the learning behaviors and domains, course student learning outcomes, and then tailored to meet the student's learning needs through specific tasks, assignments, and practice behaviors. The learning contract, as a structured plan, helps facilitate the student's acquisition of educational objectives, student learning needs, including plans for self-awareness and professional growth and the development of required practice behaviors and core competencies. It is critical that both the student and the field instructor are familiar with the educational objectives of the respective field/seminar course syllabi and competency criteria in the Student Field Evaluations. While initiated by the student, the learning contract is the combined effort by the student and the field instructor, in consultation with the Director of Field/faculty liaison.

The curriculum of the BSW Program provides the rationale and educational themes for the contract. The field instructor is responsible for incorporating into the contract the demands of the culture and mission of the agency and its specific area of practice. The student is responsible for reconciling the requirements of the BSW Program and the Agency with her/his personal learning needs and professional goals.

Upon completion, copies of the educational contract are sent to the Office of Field Experience where a copy is forwarded to the faculty liaison assigned to that placement. The faculty liaison utilizes the contract in her/his joint efforts with student and field instructor to ensure a cohesive and progressive training experience. At the end of the semester, the educational contract is placed in the student's permanent file.

### ***5.3 The Evaluation Process***

#### **Field Evaluation Principles**

- a. Student evaluation is a process of determining, assessing, and mutually clarifying the extent to which the student is attaining desired professional growth as defined in the Educational Contract. The evaluation must assess not only where the student is about defined goals but must help her/him identify factors that facilitated or interfered with her/his performance.
- b. Participation by the student in all steps of the evaluation process is
- c. essential if the evaluation is to achieve its purpose
- d. Responsibility for the evaluation must be placed with the field instructor. However, the student has a right to express difference and have this difference recorded. Students are required to sign the evaluation, and they can attach written comments if they desire.
- e. Evaluation involves placing an estimate on strengths and needs at given points of time within a total period (i.e., mid-semester, etc.)
- f. Evaluation should determine and clarify not only where the student is now, but where s/he needs to go within a specified period in the future.
- g. Evaluation presents an opportunity not only for "stock-taking," but also for teaching and helping in new dimensions of overall growth.
- h. There should be no surprise in the final evaluation since progress should be evaluated mutually on an on-going basis.
- i. Evaluation involves emotions for both field instructor and student. The impact of these feelings must not be ignored but should be understood and handled in appropriate ways.

### ***Field Evaluation Procedures***

Evaluation of the student's performance in the field agency by the field instructor is to adhere to all the above principles. It is to be an ongoing process through which the student receives a continued assessment of his or her performance.

- a. Learning objectives for each field course are in the Field Manual Appendix F, Pg70. Performance expectations are detailed in the evaluation instruments to be used for the first- and second-year Field Experiences. (These are also in the Appendix.)
- b. It is suggested that the field instructor and student review these learning objectives and performance expectations when negotiating the individual student educational contract.

Although formal written mid-semester evaluations are not required by the Field Experience Office, each student should be made aware of his/her standing now.

- a. It is suggested that the evaluation form, provided by the Office of Field Experience; be used as the basis for this structured assessment of the student's performance to date.
- b. It is imperative that the field instructor notify the faculty field liaison *immediately* if there is any indication that the student's performance is less than satisfactory at mid-semester.
- c. Further, if the student's performance is less than satisfactory, the field the instructor is to prepare a written statement for the student, with a copy sent to the faculty field liaison, indicating performance deficits that must be eliminated if the student is to satisfactorily meet Field Experience requirements.
- d. If the student's performance at mid-semester is assessed by the field instructor as less than satisfactory, the faculty field liaison shall inform the Director of Field Experience and shall offer whatever help is needed to enable the student to achieve an acceptable level of performance.

If a student's performance is evaluated by the field instructor as less than satisfactory at any point after mid-semester but before the end of the semester, the field instructor shall notify the faculty field liaison *immediately* and follow the steps outlined above. A final conference between the field instructor and the student is to be held before the end of the semester to evaluate the student's field performance. The student is expected to participate actively in the evaluation conference and to prepare a self-assessment of his or her performance in preparation for it. This not only encourages the student to develop an awareness of her/his progress but also provides for a more meaningful exchange between student and field instructor when separate ratings are shared during the evaluation conference.

A formal written evaluation, representing the views of both student and field instructor, is required for all students at the end of each Field Experience course.

- a. The formal written evaluation is prepared by the field instructor on a the form provided by the Office of Field Experience.
- b. The student *must read* the written evaluation and *must sign* it to indicate that s/he has read it *before* transmittal of the evaluation to the faculty field liaison by the field instructor.
- c. If the student disagrees with any part of the evaluation, s/he may attach a signed addendum noting areas of disagreement.

The field instructor must also sign the evaluation before transmitting it to the faculty field liaison.

### **Evaluating Field Setting Effectiveness**

#### *Principles and Policy:*

Jarvis Christian College Social Work Program strives to provide quality field placements that meet the criteria set by the Council of Social Work Education. Field agencies must demonstrate their ability to provide and maintain learning opportunities that support the social work curriculum, values, and practices of generalist social work. The agency must also maintain annual training and be receptive to constructive feedback from the office of field experience to enhance our alliance and partnership.

The faculty liaisons are responsible for conducts agency visits each semester to monitor students' progress in the field. Also, these visits provide liaisons the opportunity to review the nine core competencies with the student and field instructors and identify competencies that need more attention to improve. Field instructors will offer support and guidance to solicit field assignments for students to practice and achieve the expected competencies at the agency setting.

It is the JCC Social Work Program policy that all students must have a completed an agency evaluation at the end of the semester to receive a grade. Field liaison plays the vital role of reviewing and approving each of the evaluations that are completed by the students and share field feedback with field instructor and agency internship coordinator. Questions or concerns that arise related to the agency evaluations relating to the competencies are to be addressed immediately by the liaisons with student and field instructor.

#### *Criteria:*

- Field instructors, agency preceptor, and agency intern coordinator receive timely communication from liaisons regarding changes in policy, program expectations and competencies.
- Students, field instructors, and faculty liaisons participation in a survey to evaluate agency effectiveness in providing BSW students the field experience congruent with the curriculum and social work core competencies.

#### *Procedure:*

- Field placements are monitored by field experience office through a face to face visits with the student and the field instructor, telephone calls, emails, and text messaging. Informal evaluation of the agency setting occurs throughout the semester. Formal written evaluations of the agency are all the parts of the placement experience and completed by students, and field liaisons after the Final Student Field Evaluation.
- Upon the completion of the field placement and the final evaluation of student's performance, students receive an electronic link and complete a comprehensive agency evaluation (See a Copy of Student Evaluation of Field Agency below). This evaluation reviews and evaluates the total field experience.
- The field liaisons also complete a survey that provides an evaluation of the field instructor and the agency. (See Evaluation of the Field Instructor and Agency below).

The results of these evaluations are compiled, reviewed by the Field Director at the end of the academic year and are used by the field office and the program to determine program evaluation and improvement such as:

- Identify strengths or weaknesses in the placement process or the liaison work and provide any needed consultation.
- Evaluate the experience from students, field instructors, and faculty liaisons perspective to plan appropriately for the future.
- Provide training to field agencies on field curriculum, policies, protocol, and address potential challenges and issues among students, field agencies and the program.

Refer to Appendix to evaluation forms used to assess agency effectiveness.

#### ***5.4 Grading Policy***

Since each student brings to the educational experience her/his background, professional interests and capabilities, the professional development process, of necessity, become highly individualized. The Field Experience, as reflected by the Educational Learning Contract, creates an individual design for learning with reciprocal expectations on the part of the student, the field instructor, and the BSW Program. The Field Experience Evaluation Form should be utilized as a tool for monitoring educational progress. It should serve as a resource to all parties, highlighting areas of strength and limitation, and pointing the way toward additional teaching and learning.

Based upon this evaluation, the field instructor recommends a semester grade for the student to the faculty field liaison. The faculty field liaison recommends the final grade, but the Director of Field has final responsibility for the final grade. In instances where the faculty field liaison records a grade different from that recommended by the field instructor, the faculty field liaison has the responsibility to document to the student, the field instructor, and the Director of Field Experience, reasons for the grade change.

##### ***5.41 Grade Distribution***

The Field Instructor provides a grade based upon a pass/fail system. These field grades are designated "S" for satisfactory or "U" for unsatisfactory. Upon review of the completed Field Experience Evaluation form, the faculty liaison issues the final letter field grade. The field evaluation forms represent a comprehensive set of behavioral objectives that flow from the learning objectives defined for each field course. The use of these forms should present a clear picture to the student and the school of strengths, areas targeted for reinforcement, and progressive professional development. The grades used by Field Instructors for Field Experience courses are described as follows:



**(S) Satisfactory**

The grade of (S) denotes satisfactory completion of Field Experience course requirements. It is given when the student has demonstrated the level of social work knowledge and skill required for the specific Field Experience course.

**(U) Unsatisfactory**

The grade of (U) denotes unsatisfactory completion of Field Experience course requirements. It is given when the student has not demonstrated the level of knowledge and skill required for the specific Field Experience course. It may also be given for documented unprofessional behavior.

A grade of (U) requires that the specific Field Experience course is repeated. A second (U) grade in any further Field Experience course may jeopardize completion of the BSW program.

**(I) Incomplete**

The grade of (I) presupposes that the student is doing passing work in the Field Experience course, but because of **illness** or another **emergency** beyond the student's control, is unable to complete all course requirements by the end of the semester. **The grade of (I) may not be given to allow the student to do additional work to meet Field Experience course requirements more adequately.**

The grade of (I) requires an agreement in writing between the student, the field instructor, and the faculty field liaison about how the Field Experience course requirements will be met and in what time frame. An Incomplete Grade Form must be completed and filed with the Director of Field Experience. All requirements necessary for removal of the Incomplete (I) grade must be completed satisfactorily by the last day of the next academic semester. Failure to do so will result in an automatic change of grade to that of Unsatisfactory (U).

The Director of Field will review student evaluation scores and assign a letter grade using the "ABCDF" grading scale, based on students' performance, successful complete of the educational learning contract, attendance, and meaningful participation in field seminar.

**Personnel Details (to be completed jointly by student and field instructor)**

- A. Hours and days for field work
- B. Supervisory plan
- C. Holiday arrangements
- D. Sick leave arrangements
- E. Special arrangements (may include such items as required medical

tests, travel reimbursements, and required attendance at specific staff meetings.)

### ***5.5 Removal of a Student from the Field Placement***

A student may be removed or dismissed from the field agency at any time by the field instructor and the field agency for documented unprofessional conduct or for demonstrable lack of progress in achieving Field Experience learning outcomes. A written statement attesting to this action will be prepared by the field instructor in consultation with the faculty field liaison for inclusion in the student's file.

In the case of a lack of progress on the student's part, due process will be followed, with notification of unacceptable performance along with a corrective plan with specific goals and expectations given to the student. This plan will be thoroughly discussed with the student in consultation with the faculty liaison, the field instructor, and the Director of Field Experience.

### ***5.6 Student Evaluation of Field Experience***

At the end of each field course, the student is sent a questionnaire with which to evaluate the field placement, the field instructor and the agency setting. The questionnaire is returned to the Office of Field Experience where the forms are reviewed and tabulated. Copies of the forms are forwarded to field instructors for their review.

## **6.0 ADMINISTRATIVE POLICIES**

### **6.1 Holidays**

Students are entitled to observe the College holidays. However, during prolonged breaks, the Student's absence from the agency may create problems regarding the continuity of service to clients. This may also decrease the number of required hours the student must complete to satisfy the course mandates. Therefore, students and field instructors should determine, as part of the Educational Learning Contract, the student's holiday schedule and, if necessary, arrangements for the student to make up the hours. Jarvis Christian College holidays are published in the JCC college calendar. If it's an agency holiday student should not be penalized. *Please note: Spring Break is not factored into the required 450 hours and is therefore not subject to this policy. Students are entitled to observe Spring Break but will not be granted hours for it according to the holiday policy. If a student chooses to observe the College holidays, a two-week notice should be given to the agency and field instructor, so arrangements can be made to make up the hours.*

### **6.2 Inclement Weather**

In the event of inclement weather that restricts travel, the student shall first follow the College ruling. If the College and the agency are closed, the student is excused from his/her placement and is not required to make up the hours. If the College is closed, but the agency is open, the student is expected to report to the agency if s/he can travel there safely. In such a case the student may elect, with the permission of agency-based field instructor or task supervisor not to go to the agency, but the time missed must be made up. If the agency is closed, but the College is open, the student is also required to make up the missed time. The student shall notify the agency and decide for rescheduling client appointments and other work responsibilities. Students must be in clear communication with a sense of urgency with the task supervisor, field instructor and

field liaison regarding arrangements for his or her whereabouts during times of inclement weather on internship days.

### ***6.3 Dress Code***

Students are required to abide by the dress code of the agency. If there is no dress code outlined, students are following the Program's Dress Code (Appendix P) Students are to be responsible for dressing professionally remembering, that they represent the professional staff of the agency and that they represent the Program and Jarvis Christian College.

### ***6.4 Sick Leave***

In the case of illness necessitating absence from the field setting, students shall notify the field instructor and take responsibility for canceling or rescheduling appointments, meetings or other responsibilities. Hours missed must be made up at a time agreed upon by student and field instructor. If the student's absence exceeds three days, the faculty liaison should be notified.

### ***6.5 Travel***

It is the student's responsibility to secure transportation to and from the field setting. It is also their responsibility to provide their automobile liability insurance coverage for agency-related travel if such coverage is not provided by the agency. The College has no funds with which to reimburse students for the use of their automobiles or other expenses incurred in the conduct of agency business. Reimbursement for agency-related expenses, including travel, are encouraged but not required. The BSW program does not allow student interns to transport clients. Students may travel with an agency representative on agency business. Any Field internship trips out of the area must be reported to the Field Liaison before the trip.

### ***6.6 Safety***

Students are to adhere to the guidelines of safety. The field instructors and task supervisors will enforce the Guidelines for Enhancing Safety and Minimizing Risk in the Field (Appendix D).

### ***6.7 Professional Liability Insurance***

All students are required to purchase professional liability insurance before enrolling in field Experience courses. Liability insurance is sold through the National Association of Social Workers (NASW). The student must become a member of NASW to apply for the liability insurance. The student is responsible for applying for membership in NASW and purchasing the liability insurance policy to cover her/his time in the field. The student must provide proof to the Office of Field Experience of liability insurance before being allowed to enroll in any Field Experience (SOCW 4320). **UNDER NO CIRCUMSTANCES WILL THE STUDENT BE ALLOWED TO ENTER FIELD WITHOUT LIABILITY INSURANCE. FAILURE TO DO SO WILL RESULT IN THE STUDENT'S TERMINATION IN THE COURSE AND MAY IMPACT HER/HIS SYSTEMATIC PROGRESSION IN THE BSW PROGRAM.**

### ***6.8 Special Student Services***

Students who need special services should provide documentation to the JCC Disability Services and Director of Field, so steps will be taken to ensure that the proper accommodations are made with the agency in which the student interns

### ***6.9 Confidentiality***

The NASW Code of Ethics serves as our guide for confidentiality in all aspects of the Field Experience. Students are also bound by the Code of Ethics about confidentiality in matters relating to clients both in contacts as part of the agency and in contacts within the educational setting, including the integrative seminar. A breach in confidentiality can be grounds for termination. Students are required to know and abide by the agency's policies regarding confidentiality, specifically about documentation, clients' records, and informed consent to make referrals and release information.

Within the educational context, there will, of necessity be discussion regarding clients and the student's practice. The student is expected to protect the client's identity in those discussions and on process recordings by disguising names and situations, not revealing information that is not pertinent to the discussion, and following agency policy regarding documentation. Additionally, seminar participants are expected to protect client information discussed during classroom seminar.

The student must sign a "Release of Information" form if confidential information needs to be shared with field agency personnel. The information shared must be related to the educational enhancement of the student. This form is supported by the Family Educational Rights & Privacy Act of 1974 (FERPA, JCC College Catalogue 2017-2019, pg. 70) of which the College employs. Students have informed the usage of form and information to be shared before sharing for field placement.

### ***6.10 Health Risk Warning Liability***

The student is responsible for informing the Program and the field instructor of any personal health care-related issues that could jeopardize the safety of clients/consumers, or field placement personnel (e.g., HIV, AIDS, TB, transmittable diseases, etc.), on the flipside, the agency and or field instructor is responsible to inform the student of any health risk pertain to the populations served and provide the best practices for protecting the student as they intern. If students are at risk appropriate accommodations will then be made for the student

### ***6.11 Sexual Harassment***

It is the policy of the Social Work Program at Jarvis Christian College, to maintain an environment in which the dignity and worth of all students are respected, the sexual harassment of students in their field placements is intolerable and unacceptable. It is a form of behavior that seriously undermines the atmosphere of trust essential to the learning environment. This policy is in keeping with Federal and State laws prohibiting sex discrimination. It is also the policy of the College that willful false accusations of sexual harassment will not be condoned.

The Social Work Program recognizes that, in many instances, the sexual harassment policies and procedures adopted by the College may not apply to the sexual harassment of a field student in an agency where s/he may not be an employee of the agency or where harassment is coming from someone who is not a College supervisor/instructor. It is important that there be guidelines that pertain to complaints regarding sexual harassment of students because of the unavoidable subordinate position students experience in field placement settings. Sexual harassment of Experience students can be destructive to the learning environment, demoralizing to the student

and adversely affect her/his performance in the agency. Sexual harassment of students may include harassment from a field instructor, a task supervisor, or an agency employee.

*Examples of Prohibited Behavior*

- a. threats or intimidation of sexual relations or sexual contact which is not freely or mutually agreeable to both parties.
- b. continual or repeated verbal abuses of a sexual nature including graphic commentaries about a person's body; sexually degrading words to describe the person or propositions of a sexual nature.
- c. threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of continued placement may be adversely affected by not submitting to sexual advances.

Sexual harassment of any Field Experience student from the Social Work Program, shall not be tolerated from any field supervisor/instructor, task supervisor, employee or representative of the field agency.

To best insure that students are placed in an agency environment free from sexual harassment, the following will occur:

1. Each field agency and field supervisor/instructor shall receive a copy of the Social Work Program's Sexual Harassment in the Field Setting Policy. (Field Manual Draft, pg30).
2. Any agency or field setting approved for use as a field placement should provide the Field Program with a Sexual Harassment Policy which shall be kept on file. If the agency has no such policy, the Social Work Program strongly urges that one be developed.

The procedure the Program employs, when a student believes that s/he has been the subject of sexual harassment in the field setting includes the student notifies his/her field supervisor and the field liaison or the student may discuss the issue with her/his advisor or a social work faculty member. If the sexual harassment involving the student's agency instructor or task supervisor, the student might notify the field instructor's supervisor. If the agency has a specifically designated individual or office to deal with these matters, that person or office would also be notified by the student. The student would be strongly encouraged to notify agency personnel. If the student prefers, the Program will notify the appropriate agency personnel.

Any faculty member receiving the report shall immediately notify the Program Director, who with the Director of Field and faculty liaison, investigate the complaint. The investigation may include the following:

1. A meeting with the student making the complaint. The student may be accompanied by another support person. At this time, the student is encouraged to submit a written

statement regarding the nature of the harassment. This statement should be as specific as possible including date(s) and time(s) and individual(s) involved. If the student made any attempt to confront the situation, this should also be included in the written report;

2. A meeting with the Field Instructor and other relevant agency personnel;
3. A meeting with the alleged violator; and
4. A review of the agency's sexual harassment policy.
5. Because sexual harassment is not an interpersonal issue nor is the investigation a legal proceeding, a group meeting requiring the student to confront the alleged violator will not be required.
6. Based on the investigation, the Program Director shall determine if the agency policy on sexual harassment has been followed and if the student is safe and will be free from further harassment.

The resolution of the investigation may include, but are not limited to, the following:

1. The complaint was founded and satisfactorily addressed by the field agency and the student should remain in the field placement.
2. The complaint was founded and satisfactorily addressed by the field agency but the student should be placed in an alternative field placement.
3. The complaint was founded and not satisfactorily addressed by the field agency and the student should be placed in another field placement.
4. The complaint was founded and not satisfactorily addressed and the field the agency should not be approved as a field setting.
5. The complaint was unfounded, and the student should remain in the placement.
6. The complaint was unfounded, and the student should be placed in an alternative field placement

### **Field Agency Approval**

Sexual harassment of any Experience student from the Social Work Program shall not be tolerated from any field supervisor/instructor, task supervisor, employee or representative of the field agency.

To best insure that students are placed in an agency environment free from sexual harassment, the following will occur:

1. Each field agency and field supervisor/instructor shall receive a copy of the Social Work Program's Sexual Harassment in the Field Setting Policy.
2. Any agency or field setting approved for use as a field placement should provide the Field Program with a Sexual Harassment Policy which shall be kept on file. If the agency has no such policy, the Social Work Program strongly

urges that one be developed.

## APPENDICES

A. Field Experience Course Syllabi

Field Experience

Field Seminar

B. Field Experience Evaluation Forms

- Third Week Evaluation
- Midterm/Final Evaluation Process for Field Experience
- Agency Based Field Instructor Evaluation of Director of Field Placements

C. Safety during Field Practice

Student Field Application

D. Learning Activities

E. Educational Learning Contract

F. College-Agency Affiliation Agreement

G. Statement of Understanding and Consent

H. Assumption of Risk

I. Calendar of Events

J. Social Work Student Placement Agreement

K. Time Sheet

L. Agency Field Placement Application

M. Field Instructor Application

O. Dress Code

P. PLA Requirements

Q. Unsatisfactory Progress in the Placement

## Appendix A

### FIELD EXPERIENCE COURSE SYLLABI

JARVIS CHRISTIAN COLLEGE  
HAWKINS, TEXAS

Course: SOCW 4320 Field Experience

Instructor: Sonya Holmes

Term:

Time: MTWRF at 8-5 p.m.

Room: Social Service Agency

Office Location: PD	Office Hours:
Extension: 2128	MWF:
Jarvis Email: <a href="mailto:sholmes@jarvis.edu">sholmes@jarvis.edu</a>	TR:
Alternate Email: <a href="mailto:sonyakayholmes@gmail.com">sonyakayholmes@gmail.com</a>	

#### I. COURSE DESCRIPTION

BSW-supervised field experience in an approved social work setting at the entry-level of practice. The field practicum focuses on the application of knowledge, values, and skills about the field experience, emphasizing the acquisition and development of micro, mezzo and macro practice skills in communication and problem-solving [450 clock hours].

**Course Prerequisites:** Completion of all BSW classroom courses or with one other course with permission of Field Coordinator. Field Seminar (SOCW 4343) is offered concurrently with Field Experience.

#### II. COURSE INSTRUCTIONAL GOALS:

This course will address the following knowledge, values and skills goals:

##### A. Knowledge Goals

1. An understanding of the fundamentals of generalist social work intervention
2. An understanding of how to work with client systems of all sizes, particularly individuals and families
3. An understanding of the interplay of biological, psychological, sociological, spiritual, political, and economic factors in the lives of those with whom s/he is working
4. The ability to recognize and attend to issues of oppression for populations-



- at-risk as distinguished by race, ethnicity, culture, class, gender, sexual orientation, political orientation, religion, physical and mental abilities, age, and national origin
5. The ability to recognize and attend to the interplay between personal values and beliefs and the cultural, socio-economic and political influences that contribute to the development of social problems, utilizing a social systems perspective
  6. The ability to recognize the multifaceted aspects of social, socio-economic and political influences on the structure and policies of social agencies and institutions along with the consequences for practice implementation

## **B. Values Goals**

1. The ability to recognize and appreciate issues of diversity in social work practice
2. The ability to sensitively and ethically respond to individual and societal concerns
3. A commitment to following professional standards of competent and ethical behavior in and outside of the practice arena
4. A recognition of the importance of contributing to the knowledge base of the social work profession that guides practice and contributes to the general welfare of society
5. A recognition of the importance of collaboration and consulting as mechanisms to endorse the basic principles of respectful social negotiations
6. An appreciation of the importance of developing and awareness of self in the practice of social work
7. An appreciation of the use of professional supervision to enhance continued learning

## **C. Skills Values**

1. The use of basic relationship skills to develop social work relationships that are collaborative and empowering for students, clients, and colleagues
2. The ability to address the concerns and barriers to the well-being of all people, particularly populations-at-risk
3. The ability to act as an agent for effective and ethical social change by addressing the complexity of social problems with a variety of research-based intervention methods
4. The ability to maintain a focus on client strengths and resilience while examining the needs and concerns of client systems
5. Demonstrate an ability to define issues, collect and assess data, plan and the contract, identify alternative interventions, select and implement appropriate courses of action, use appropriate research to monitor and evaluate outcomes, apply appropriate research-based knowledge and technological advances to practice, and effectively terminate with client systems

## **III. STUDENT LEARNING EXPECTED OUTCOMES/COMPETENCIES:**

Upon successful completion of this course, the student will be able to:

1. Evaluate theories of human behavior and generalist social work practice critically, assessing their applicability to the practice setting.
2. Participate in the creation of a safe and ethical environment which fosters the honest and respectful expression of varying perspectives, concerns and questions.
3. Gain experience in presenting and discussing client materials in a confidential and ethical manner to facilitate professional peer consultation.
4. I am demonstrating a respectful appreciation for diverse viewpoints and concerns within the seminar group.
5. Demonstrate the ability to recognize and address one's own biases and values that impact practice effectiveness.
6. Gain insight into one's practice competencies.
7. Commit to becoming a life-long learner, continually enhancing one's knowledge, values, and skills.

#### **IV. METHODS OF INSTRUCTION:**

##### **A. Cognitive Methods**

Cognitive methods will focus on *knowledge acquisition and comprehension*. Knowledge acquisition will involve the recall of specific concepts and theories focused on the readings and analyzed in the seminar discussions. Comprehension will involve the accurate translation, interpretation, and extrapolation of these concepts and theories to gain a thorough understanding of the generalist social work practice model and its application in the field. This will be promoted and assessed through reading assignments, seminar discussions, papers, and presentations.

##### **B. Affective Methods**

Affective methods will primarily be directed toward *attending to, responding to and internalizing* the values and ethics of the profession and the philosophical commitment of the BSW program. Attending, responding and internalizing will be encouraged by developing awareness of feelings and attitudes which arise within us and others in response to the value dimensions of the seminar's content. These processes will be promoted through in-class and out-of-class activities which involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and writings.

##### **C. Experiential Methods**

Experiential learning methods will be employed to create opportunities for the *application* of the knowledge and value base explored in foundation coursework and experienced in the field setting. This application will involve the use of small and large group discussions, role plays and in-class presentations.

#### **V. COURSE CONTENT**

##### **A. Required Materials**

**Course Text:** *BSW Field Education Manual*. Social Work Program-Jarvis Christian College.

**B. Weekly Outline**

<b>Wk.</b>	<b>Chapters/Topics/Assignments</b>
1	The orientation of the Social Service Agency, Policies, Forms, Professionalism, Learning Contract
2	Roles of Social Workers, Values of the Profession, Use of Supervision, Use of Self, Case Reviews of Micro, Mezzo, Marco Levels of practice
3	The Use of Human Behavioral and Social Environment Theories and the Helping Process
4	Generalist Practice with Individuals and Families
5	Generalist Practice with Vulnerable Populations
6	Case Management
7	Mid -term Evaluation & Reflective Learning Experience
8	Use of Evidence-Based Practice
9	Addressing Diversity and Culturalism with clients/workers
10	Challenges of Ethical Dilemmas in the Provision of service
11	Generalist Practice with Groups
12	Generalist Practice with Communities and Organizations
13	Political and Social Economic Implications of Practice
14	Ending the Field Experience, Reflections through Supervision
15	Final Field Experience Evaluation

**VI. COURSE EVALUATION**

The grade for the practicum and seminar is determined on a combination of the student’s work in the field practicum and the seminar. It is determined through collaboration and discussion involving the student, the field instructor and task supervisor, and the faculty liaison. All seminar assignments are evaluated for quality and timeliness and must be completed to earn a grade of “B” or better in the course. The agency field evaluation will be completed by you and your field instructor. A copy of this evaluation form can be found in your *BSW Field Manual*. Upon completion of the evaluation, each student will meet with the field instructor to participate in an evaluative conference which will review current performance as well as areas for future professional and personal development. Hence, each student is expected to critically evaluate her/his practicum performance to enhance self-awareness. The feedback from the field instructor is important to the student’s growth and development as a professional social worker. Clear and assertive (rather than aggressive or passive) communication with one’s field instructor, therefore, is essential. These components are then combined into a comprehensive grade for field performance.

**A. GRADING SYSTEM**

Letter grades will be awarded according to the following scale: A=90% and above, B=80%-89%, C=70%-79%, D=60%-69%, F=59% and below.

**B. GRADING DETAILS**

<b>Assignment Category</b>	<b>Percentage</b>
Educational Learning Contract	25%
Third Week Evaluation Visit	10%
Mid-Term Field Experience Evaluation	20%
Final Field Experience Evaluation	45%
Student Evaluation of Liaison Effectiveness & Student Evaluation of Field Experience	Must be complete

**a. Educational Learning Contract**

The quality of your field education experience depends upon the clarity of your focus and your effective use of time management skills as you engage in the learning process. Consequently, you are required to develop a “Learning Contract” that reflects the goals and objectives that you will accomplish in the field practicum. There are some goals and objectives that will be similar for all students. These include the knowledge and skills that are necessary for successful generalist practice, as reflected in the objectives for field education and the Student Performance Evaluation form. You are also required to identify at least two additional learning goals that address your areas of practice interest, as well as special learning opportunities that may be available to you at your field placement setting. In other words, your contract must reflect what you *need* to know as well as what you *want* to learn in this first field practicum.

Along with the identified goals and objectives, you will need to identify learning strategies that will assist you in meeting your objectives, the standards for measuring successful mastery of those objectives, and identified time frames. This assignment will guide you through the learning process and will provide experience in the evaluation of your practice.

**b. Student Evaluation of Liaison Effectiveness & Student Evaluation of Field Practicum**

At the end of the practicum experience, the student will evaluate the effectiveness of supervision at the social service agency and the BSW Faculty Liaison who served as a representative of the BSW program to assure the integration of the curriculum to that of practice. Both evaluations are reviewed by the Student, the Field Instructor/Task Supervisor, and BSW Faculty Liaison and then submitted to the BSW Field Coordinator.

**c. Midterm Field Practicum Evaluation**

The Student and the BSW Field Supervisor must review the learning contract and document the Student's progress in accomplishing its goals and objectives to date. Any modifications or additions must also be made at this time. The midterm evaluation is then reviewed by the BSW Faculty Liaison and forwarded to the BSW Field Coordinator.

**d. Final Field Practicum Evaluation**

The Student and the BSW Field Supervisor review the learning contract and document the Student's progress in the field that semester. The BSW Field Supervisor then recommends a final grade to the BSW Faculty Liaison. The BSW Faculty Liaison is responsible for awarding the final grade in the Field Practicum. The BSW Field Liaison then sends the final grade, along with the Final Field Practicum Evaluation form to the BSW Field Coordinator.

**VII. IMPORTANT DATES TO REMEMBER:**

Add/Drop period (change of schedule) ends: {Date}

Last date to withdraw with a grade of "W": {Date}

Final Examination date and time: {Date}

**VIII. CLASSROOM POLICIES**

**A. Attendance:**

Students are expected to attend all meetings of their classes at Jarvis Christian College, to arrive at the designated beginning time for the class, and to remain until the designated dismissal time for the class. In any course offered during the fall or spring semester, the faculty is authorized by Jarvis Christian College policy to fail or to recommend that students withdraw students whose total absences exceed the limit set forth by the College. Students must withdraw from a class by the assigned date or receive an "F" for the course. No more than four (3) absences are acceptable in a class meeting two times a week, and no more than two (2) absences are acceptable in a class meeting once a week. Specific standards for a summer course are stated in the syllabus.

**B. Absences:**

**Unauthorized** absences on dates published for examinations result in loss of those examination grades. All **unauthorized** absences and instances of tardiness are subject to the penalty published **elsewhere** in the course syllabus.

**C. Tardiness:**

**Students are to adhere to the policy of the social service agency in which is assigned.**

**D. Make-up Work/Late Work:**

Due to the nature of the Field Experience, students are strongly encouraged to complete their assignments on time. One can submit work electronically or

during a class seminar held every Monday. Late work is acceptable with proper notification to faculty.

**E. Electronic Devices:**

Cell phones must be turned off and put away during class time.

**F. Academic Integrity:**

The value of an academic degree is contingent upon the integrity of the work performed by the student for a degree. It is imperative that students be responsible for maintaining high standards of individual honor in scholastic work as indicated in Jarvis Christian College's Academic Integrity policy.

**G. Accommodation Statement:** Jarvis Christian College is committed to both the spirit and letter of federal equal opportunity legislation (reference Public Law 92-112-The Rehabilitation Act of 1973 as amended). With the passage of the federal legislation entitled *Americans with Disabilities Act (ADA)*, under section 504 of the Rehabilitation Act, there is a renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The college is required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.

Any student in the class who has a disability that may prevent a full demonstration of ability should contact the instructor personally before the end of the first week of classes so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.

**H. Classroom Decorum:**

Each student upon enrollment at Jarvis Christian College assumes an obligation to conduct themselves at all times in a manner appropriate for a college student. The student must obey all college rules and regulations; show proper respect to his/her instructors, other college authorities, and to his/her fellow students; and perform his/her duties as a student with diligence, fidelity, and honor. The college reserves the right to set general standards for enrolled students, participation in college activities, class attendance, or use of the library and other college facilities.

**JARVIS CHRISTIAN COLLEGE  
SOCIAL WORK PROGRAM  
Course: SOCW 4343: Field Seminar  
Credit Hours: 03**

**Instructor: Sonya Holmes**  
**Term:**  
**Time: M – 6:00-9:00**  
**Room: PD-22**

<b>Office Location: PD</b>	<b>Office Hours</b>
<b>Extension: 2128</b>	<b>MWF:</b>
<b>Jarvis Email: <a href="mailto:sholmes@jarvis.edu">sholmes@jarvis.edu</a></b>	<b>TR:</b>
<b>Alternate Email:</b> <b><a href="mailto:sonyakayholmes@gmail.com">sonyakayholmes@gmail.com</a></b>	

**I. COURSE DESCRIPTION**

Field Seminar is taken concurrently with SOCW 4520: Field Experience and focuses on integrating knowledge, values, and skills about the field experience, emphasizing the acquisition and development of micro, mezzo, and macro practice skills in communication and problem-solving.

**Course Prerequisites:**

Admission to the BSW program, completion of the first semester of foundation coursework, completion of, or concurrent enrollment in the second semester of foundation coursework and the written consent of the BSW Field Director.

**II. COURSE GOALS:**

This course will address the following goals:

1. The ability to recognize the multifaceted aspects of social, socio-economic and political influences on the structure and policies of social agencies and institutions along with the consequences for practice implementation
2. A recognition of the importance of contributing to the knowledge base of the social work profession that guides practice and contributes to the general welfare of society
3. Evaluate theories of human behavior and generalist social work practice critically, assessing their applicability to the practice setting.
4. Participate in the creation of a safe and ethical environment which fosters the honest and respectful expression of varying perspectives, concerns and questions.
5. Gain experience in presenting and discussing client materials in a confidential and ethical manner to facilitate professional peer consultation.
6. Demonstrate sensitivity to the uniqueness of individuals as well as an appreciation for issues related to their diversity.
7. I am demonstrating a respectful appreciation for diverse viewpoints and concerns within the seminar group.
8. Gain insight into one's practice competencies.
9. Commit to becoming a life-long learner, continually enhancing one's knowledge, values, and skills.

**III. STUDENT LEARNING BEHAVIORAL COMPETENCIES**

At the completion of this course in the knowledge, skills and values dimensions, students will be able to:

### **Knowledge Dimensions**

1. Demonstrate the understanding of generalist practice on micro, mezzo and macro levels
2. Demonstrate an understanding of the fundamentals of generalist social work intervention
3. Demonstrate an understanding of how to work with client systems of all sizes, particularly individuals and families
4. Apply the understanding of the interplay of biological, psychological, sociological, spiritual, political, and economic factors in the lives of those with whom s/he is working
5. Apply one's ability to address issues of oppression for populations-at-risk as distinguished by race, ethnicity, culture, class, gender, sexual orientation, political orientation, religion, physical and mental abilities, age, and national origin
6. Demonstrate the ability to recognize and attend to the interplay between personal values and beliefs and the cultural, socio-economic-environmental and political influences that contribute to the development of social problems, utilizing a social systems perspective

### **Values Dimensions**

1. Demonstrate the ability to recognize and address one's own biases and values that impact practice effectiveness.
2. Demonstrate the ability to recognize and appreciate issues of diversity in social work practice
3. Demonstrate the ability to sensitively and ethically respond to individual and societal concerns
4. Demonstrate a commitment to following professional standards of competent and ethical behavior in and outside of the practice arena
5. Demonstrate the recognition of the importance of collaboration and consulting as mechanisms to endorse the basic principles of respectful social negotiations
6. Demonstrate an appreciation of the importance of developing and awareness of self in the practice of social work
7. Demonstrate an appreciation of the use of professional supervision to enhance continued learning

### **Skills Dimensions**

1. Use basic relationship skills to develop social work relationships that are collaborative and empowering for students, clients, and colleagues
2. Demonstrate the ability to address the concerns and barriers to the well-being of all people, particularly populations-at-risk



3. Demonstrate the ability to act as an agent for effective and ethical social change by addressing the complexity of social problems with a variety of research-based intervention methods
4. Demonstrate on the ability to maintain a focus on client strengths and resilience while examining the needs and concerns of client systems
5. Demonstrate an ability to define issues, collect and assess data, plan, and c the contract, identify alternative interventions, select and implement appropriate courses of action, use appropriate research to monitor and evaluate outcomes, apply appropriate research-based knowledge and technological advances to practice, and effectively terminate with client systems

#### **IV. INSTRUCTIONAL METHODS**

##### **Cognitive Methods**

Cognitive methods will focus on *knowledge acquisition and comprehension*. Knowledge acquisition will involve the recall of specific concepts and theories focused on the readings and analyzed in the seminar discussions. Comprehension will involve the accurate translation, interpretation, and extrapolation of these concepts and theories to gain a thorough understanding of the generalist social work practice model and its application in the field. This will be promoted and assessed through reading assignments, seminar discussions, papers, and presentations.

##### **Affective Methods**

Affective methods will primarily be directed toward *attending to, responding to and internalizing* the values and ethics of the profession and the philosophical commitment of the BSW program. Attending, responding and internalizing will be encouraged by developing awareness of feelings and attitudes which arise within us and others in response to the value dimensions of the seminar's content. These processes will be promoted through in-class and out-of-class activities which involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions, and writings.

##### **Experiential Methods**

Experiential learning methods will be employed to create opportunities for the *application* of the knowledge and value base explored in foundation coursework and experienced in the field setting. This application will involve the use of small and large group discussions, role plays and in-class presentations.

**V. COURSE TEXTS:** *BSW Field Education Manual*. Social Work Program, Jarvis Christian College, Fall 2017-2018.

NASW Code of Ethics (2012, Revised)

## VI. EVALUATION OF COURSE OUTCOMES

The grade for the seminar is determined by the student's demonstrated ability to meet the course objectives. All seminar assignments are evaluated for quality and timeliness and must be completed to earn a grade of "B" or better in the course:

- a. Activity Summaries (20%)
- b. Psychosocial Assessment (20%)
- c. Process Recording (20%)
- d. Self-Reflection Paper (20%)
- e. Journal (10%)
- f. Class Participation (10%)

## VII. COURSE CONTENT

### a. Activity Summaries and (e.) Journal

Each student is expected to maintain a journal for the full semester. A journal entry should be made each day you work at your agency. Entries should include a summary of the day's events and activities, your reaction to these events and activities, and new learning, concerns, and questions about social work practice. Journal Entries should be sent electronically and will be every Monday before the seminar.

**Also, (4) of the journal summaries should address** significant learning, issues, anecdotes, impressions, and concerns that s/he encountered in the practicum and reflected upon these events or experiences. This summary will draw upon the activity entries made in your full journal and will capture highlights and issues of specific concern. Each entry must be typed and submitted with a cover sheet that states your field experience hours, including the cumulative hours. The journal summaries will be reviewed by the BSW Field Coordinator with comments to assist you in your learning process, including what issues need to be further discussed with your field instructor, additional helpful resources, etc. This assignment is intended to heighten your self-awareness and foster dialogue between the student and the BSW Field Coordinator. Each student is also expected to include plans for the forthcoming three weeks in placement. Your first journal entry is due two weeks after class begins and will be due every three weeks after that until the semester ends.

### b. Psychosocial Assessment

An assessment from a social systems perspective is comprehensive, examining the biological, psychological, social, economic and cultural factors that must be considered when examining client issues of concern. The assessment will vary in content depending upon the focal points where client information is gathered. The person-in-the-environment perspective maintains that an individual's behavior cannot be examined without considering the social context of her/his environment

and the interactional processes that contribute to the functioning of any part of a social system. After gathering your data, document it in an organized manner to reflect client concerns as well as the changes planned by both the client and the worker. This document is frequently called the “Psychosocial Assessment.”

Drawing upon the working relationship that you have with your client, prepare a psychosocial assessment. If you wish to focus your psychosocial assessment on an individual or family, group community or organization using a format provided by your agency, or use a guideline provided by the instructor of this class.

**c. Process Recording**

One process recording is required for this semester of field seminar. However, your field instructor may require additional process recordings. If this is the case, you may use one of the process recordings you submit to your field instructor to meet the requirements of this assignment. A process recording provides an opportunity to reflect on a specific interview or purposeful exchange with a client system, the techniques used, and the feelings you encountered in the exchange.

Process recordings are a valuable learning tool when used constructively. In addition to providing an opportunity to enhance your listening skills and reflect on client issues and concerns, the recording can provide insight into your style and effectiveness in the interview process, helping you to focus on strengthening your practice skills and fostering further self-awareness. Select one interview session with an individual or family for this assignment. After documenting factual exchanges, identify feelings (both yours and the clients’) encountered in the interview process, and analyze your interview skills for strengths and areas for further growth and development. If you believe there were areas that you could improve on, include strategies for improving the session if you had the opportunity to do it over again. You will want to consider such factors as:

- \*What was the purpose of this interview?
- \*How many interviews have I had with this client?
- \*How well did I engage with the client?
- \*What were the significant points in the interview process?
- \*What issues and concerns did the client and I identify?
- \*Were my interview questions open or closed?
- \*What skills did I use throughout the session to guide in the helping? process?
- \*What client strengths did I identify and utilize?
- \*What would I like to do differently in this interview?
- \*What will I address in the next interview with this client system?

You will need to document the actual exchange (often called “verbatim”) before beginning your analysis. This documentation calls for the use of a tape recorder or video recorder to accurately and objectively record the interview.

Generally, the first interview is not conducive to taping. Be sure to check agency policy about taping before approaching a client, as there may be Release of

Information forms to sign before permission can be granted to tape a session. You will be graded on your ability to analyze the interview process and exhibit insight into your knowledge, values and skills base.

#### **d. Self-Reflection Paper**

Part of professional growth and development depends upon your ability to effectively evaluate your practice and the area you need to address to improve your practice effectiveness. With this goal in mind, you will be required to write a paper that articulates your progress in addressing the learning criteria stated in your learning contract. The paper should be 3-4 pages in length and should include a summary of your progress, whether you are on schedule in achieving your goals and meeting your learning criteria, what learning progress is not on schedule and why, what areas need more attention in the summer session, and what areas need to be added or revised in your learning contract to make the summer session a more effective learning experience. This paper must be typed and edited.

### **VIII. EXPECTATIONS AND RESPONSIBILITIES**

College policy stipulates that class attendance is mandatory for all students. Each student is allowed one (1) unexcused absence per credit hour of the course s/he is attending. The Vice President of Academic Affairs office will only issue excused absences to students who submit written verification for having been absent from class for a legitimate reason. A “legitimate cause” is defined as absence from class due to (a) participation in a required College activity, (b) personal or family illness, (c) death of a family member (a printed funeral program must be presented when requesting an excused absence for this reason), or (d) other conditions over which the student has no control. In each instance, however, written verification must be given by the proper authority before excused absences are granted. Excused absences will *not* be granted for attendance at, or participation in, weddings, for attendance at out-of-town athletic activities, for family reunions, or other similar events. Students who report illnesses without presenting a statement from the JCC Student Health Clinic or a private physician will *not* be granted excused absences from class. Neither will the Vice President of Academic Affairs office grant excused absences for oversleeping, for missing the bus, or for other avoidable circumstances. Upon the Instructor’s discretion, students who exceed the number of excused absences may be dropped from the course and assigned the grade of “F.”

#### ***Instructor’s Responsibilities***

1. Develop and deliver lecture, discussion and exercise materials.
2. Arrange for supplemental materials, as needed.
3. Facilitate small group activities.
4. Structure administer and grade tests, papers, quizzes and other appropriate measures of student learning and outcomes.
5. Provide academic guidance to students on assignments.
6. Observe and evaluate student performance and provide appropriate feedback.

### ***Student's Responsibilities***

1. Punctually attend and actively participate in **all** class sessions and activities.
2. Share ideas, learning, and experiences with the class.
3. Complete **all** assignments on time. This includes readings, papers, and other assignments as indicated by the Instructor. Written assignments are to be submitted **IN CLASS** on the due date identified in the syllabus. *No excuses.*
4. Provide feedback to the Instructor on identified learning needs as the course progresses.
5. Adhere to the code of academic honesty as found in the *JCC Student Handbook*.
6. Behave in a professional manner, adhering to the NASW Code of Ethics always (e.g., respecting the opinions of others, completing work in a responsible manner, seeking assistance from the Instructor before a problem becomes unmanageable, avoiding inappropriate criticism of class participants, avoiding blaming behaviors, remaining open to new ideas, etc.).

## **IX. ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act of 1990 requires that make reasonable accommodations to persons with disabilities, as defined in the Act. Students who believe they qualify under the ADA guidelines for these accommodations should approach Social Work faculty to discuss such considerations. The will then help you meet your academic goals.

## **X. DISCRIMINATION AND HARASSMENT**

Discriminatory and harassing behaviors are reprehensible and will not be tolerated at Jarvis Christian College. They subvert the mission of the College and the BSW program, violate the social work code of ethics, and threaten the careers, educational experiences, and well-being of students, faculty and staff. The College and the BSW program will not tolerate behaviors between or among members of the College community which create an unacceptable working environment. Similarly, the Instructor will tolerate neither discriminatory nor harassing behaviors between or among students enrolled in the course.

## **XI. COMPLAINT PROCEDURES**

If a student believes that s/he has been graded or treated unfairly, s/he has the right to follow the grievance procedure outlined in the *BSW Student Handbook*. A grade may be appealed claiming it is based on a capricious decision by the Instructor. The U.S. Supreme Court has ruled that the assessment of student performance depends on largely subjective standards and expert review [Matthews v. Eldridge, 424 U.S. 319; 96 S. Ct. 893 (1976)]. The Court also has emphasized in other cases that subtlety and expertise are involved in academic decision making concerning grades [Board of Curators v. Horowi, 435 U.S. 78 (1978)]. Due to the inherent subjectivisms and need for skilled expertise in grading student performance, so long as the Instructor has acted in good faith when awarding the grade, s/he is protected under the law (cf: Matthews v. Eldridge). Thus, an “arbitrary” decision and a subjective decision are not the same things. The Courts have

not allowed instructors to waive their responsibilities to make subjective assessments of student performance based on their skilled expertise.

## **XII. COURSE SCHEDULE**

### **Week One Seminar #1**

#### **Introduction to Field Practicum and Orientation at Agency**

#### **Introduction to Field Work in Human Services**

Human Services Defined

Human Service Workers

The Importance of Values

Self- Awareness

#### **Practice Issues in Human Service Agencies**

Maintaining a Balance: Awareness, Knowledge, and Skills

Practice Issues

Key Ingredients for a Successful Fieldwork Experience

### **Week Two Continuation in Field, Supervision, Activities Journal Due**

### **Week Three Seminar #2, Activities Journal Due**

#### **Agency Systems and Policies**

Understanding Your Social Service Agency

Systems Theory

Agency Policies and Practices

#### **Key Elements and Challenges of Practice**

Essential Aspects of Practice

Challenges of Practice

### **Week Four Continuation in Field, Supervision Learning Contract and Activity Journal Due**

#### **Faculty Field Liaison Visits**

#### **How to make the most of Your Agency Experience**

Fieldwork

Taking an Active Stance

Supervision

Pathways to a Human Service Position

### **Week Five Seminar #3 Activity Journals Due**

#### **The Helping Process**

Helping

Approaches to Working in Human Services

Effective Helping Approaches

An Overview of Problem-Solving Models

In Integrated Approach: The AGATE Model  
Develop Your Own Style and Approach

**Week Six Continuation in Field, Supervision, Review of Student Evaluation, Activity Journal Due**

**Week Seven Seminar #4, Process Recordings Due, Activity Journals Due  
Micro-Level Practice: Working with Individuals**

Varied Theoretical Orientations within a Micro Focus  
Different Treatment Modalities  
Developing Your Style

**Week Eight Continuation in Field, Supervision, Mid-Term Evaluation Due**

**Week Nine Seminar #5, Activity Journal Due  
The Diversity of Human Services**

Views of Diversity  
Diversity: The Need of Self-Awareness  
Developing a Solid Knowledge Base  
Skill Application  
Diversity in Agencies

**Practice with Diverse Populations**

Practice Issues Related to Race, Culture, and Ethnicity  
Age  
Gender Issues  
Socioeconomic

**Week Ten Continuation in Field, Supervision, Activity Journal Due**

**Week Eleven Seminar #6, Activity Journal Due**

Ethical and Legal Issues  
Ethical Decision Making  
Informed Consent  
Confidentiality  
Special Ethical Issues

**Week Twelve Psychosocial History Due, Activity Journal Due  
Continuation in Field, Supervision**

**Week Thirteen Seminar #7**

**The Challenges of Working in Human Services**

Personal Challenges  
Organizational Challenges  
Environmental Challenges  
Coping Strategies

**Week Fourteen**

**Continuation in Field, Supervision, Review of Final Student Field Practicum Evaluation, Student Evaluation of Field Practicum and Field Instructor, Student Evaluation of Faculty, Field Liaison.**

**Week Fifteen**

**Evaluations Due, Last Week of Practicum  
Interpersonal and Professional Relationships and Keeping Alive in Agency Settings**

Effective Communication and Conflict Resolution  
Personal Relationships  
Relationships with Colleagues  
Relationships with Administration  
Relationship with Agency Staff  
Professional Relationships in the Community  
Advantages of Working in Agencies  
Major Sources of Stress  
Burnout

**Week Sixteen**

**The Semester Ends, Grades submitted.**

**\*Other assignments may be implemented and substituted at professors' discretion.**

**Appendix B**

**FIELD EXPERIENCE EVALUATION FORMS**

**Faculty Liaison Field Visit Report**

**Third Week Evaluation**

**Student:** \_\_\_\_\_  
\_\_\_\_\_

**Faculty Liaison:**

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

**Task Supervisor:**



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

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

Review of Educational Learning Contract:

Current Learning Activities:

Student Weakness/Strengths:

Recommendations:

Summary of Field Visit:

Signature of Faculty Field Liaison: \_\_\_\_\_

**JARVIS CHRISTIAN COLLEGE  
BACHELOR OF SOCIAL WORK PROGRAM  
EXPLANATION OF THE EVALUATION PROCESS  
FOR FIELD EXPERIENCE**

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

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

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

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

To evaluate the student's social work practice competence, the field instructor and student jointly review the student's performance regarding the criteria specified in this evaluation instrument. Following their review and discussion, the field instructor completes this instrument, using the following scale to evaluate the student's practice performance:

For each evaluation item, please rate the student according to the following scale:

<b>5</b>	<b>The intern has completed this area at a mastery level</b>
<b>4</b>	<b>The intern is functioning "at competency" expectations for interns in this area</b>
<b>3</b>	<b>The intern is "emerging" competency for interns in this area</b>

2	The intern is “insufficient” in progress in this area, but there is an expectation that the intern will meet the expectations
1	The intern has “not met acceptable” progress, and there is not much expectation that the intern will meet the expectations
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area; I have not had the opportunity to observe the student’s abilities in this area.

Following completion of the instrument, the student reviews it and writes comments in the section indicated. If the student wishes, s/he may append an additional statement to the instrument. Finally, the field instructor and student both sign and date the instrument. This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor’s rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty supervisor/field liaison has the responsibility of assigning the grade for the course.

**NOTE:** Two copies of this completed form should be made so that both the Field Instructor and the Student have one for their files.

**JARVIS CHRISTIAN COLLEGE  
SOCIAL WORK PROGRAM**

**FIELD EXPERIENCE**

\_\_\_ *Midterm Student Evaluation*

\_\_\_ *Final Student Evaluation*

**EVALUATION OF STUDENT PERFORMANCE**

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

**AGENCY:** \_\_\_\_\_

\_\_\_\_\_  
(Address)      (City)                      (State)                      (Zip Code)

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

**INSTRUCTOR TELEPHONE:** \_\_\_\_\_  
(Area Code) (Number)                      (Extension)

**FIELD COURSE:** Field Experience SOCW 4320

**SEMESTER:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

**SUMMARY OF STUDENT’S PRIMARY RESPONSIBILITIES**



13	Her/his practice reflects cultural competence in work with diverse groups	5	4	3	2	1	Na
14	S/he is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation	5	4	3	2	1	Na
15	S/he has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5	4	3	2	1	Na
16	S/he recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	5	4	3	2	1	Na
17	S/he views herself/himself as a learner by engaging others and using supervision to address personal bias	5	4	3	2	1	Na

Total: \_\_\_\_\_

Comments:

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**Competency #3: Intern advances human rights and social, economic, and environmental justice.**

18	S/he recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	5	4	3	2	1	Na
19	S/he understands the forms and mechanisms of oppression and discrimination	5	4	3	2	1	Na
20	S/he is skilled at advocating for human rights and social and economic justice	5	4	3	2	1	Na
21	S/he is skilled at engaging in practices that advance social and economic justice	5	4	3	2	1	Na

Total: \_\_\_\_\_

Comments:

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**Competency #4: Intern engages in research-informed practice and practice informed research.**

22	S/he demonstrates the ability to gather and analyze data to evaluate the need for and to create change	5	4	3	2	1	Na
23	S/he uses practice experience to raise questions for research/data gathering	5	4	3	2	1	Na

Total: \_\_\_\_\_

Comments:

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**Competency #5: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

24	S/he actively engages in policy practice	5	4	3	2	1	Na
25	S/he is skilled at analyzing, formulating, and advocating for policies that advance social well-being	5	4	3	2	1	Na
26	S/he is skilled at collaborating with colleagues and clients for effective policy action	5	4	3	2	1	Na
27	S/he understands that policy affects service delivery	5	4	3	2	1	Na
28	S/he is knowledgeable about current social policies and services	5	4	3	2	1	Na
29	S/he is knowledgeable about human behavior across the life course	5	4	3	2	1	Na
30	S/he is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development	5	4	3	2	1	Na
31	S/he is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1	Na
32	His/her public issues work with groups, organizations, and communities is focused on creating structural/systems change	5	4	3	2	1	Na
33	S/he is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice	5	4	3	2	1	Na
34	S/he recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively	5	4	3	2	1	Na
35	S/he understands how communities impact practice	5	4	3	2	1	Na
36	S/he is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1	Na

Total: \_\_\_\_\_

Comments:

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**Competency #6: Intern engages with individuals, families, groups, organizations, and communities.**

37	S/he demonstrates appropriate empathy with individuals, families and small groups	5	4	3	2	1	Na
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38	S/he demonstrates appropriate empathy with communities and/or organizations	5	4	3	2	1	Na
39	S/he is skilled at engaging (developing a positive relationship) with individuals, families and small groups	5	4	3	2	1	Na
40	S/he is skilled at engaging organizations and/or communities	5	4	3	2	1	Na

Total: \_\_\_\_\_

Comments:

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<b>Competency #7</b>	<b>Intern assesses with individuals, families, groups, organizations, and communities.</b>
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41	S/he understands strengths and challenges in individuals, families and small groups	5	4	3	2	1	Na
42	S/he understands strengths and challenges in communities and/or organizations	5	4	3	2	1	Na
43	S/he is skilled at assessing individuals, families and small groups	5	4	3	2	1	Na
44	S/he is skilled at assessing communities and/or organizations	5	4	3	2	1	Na

Total: \_\_\_\_\_

Comments:

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<b>Competency #8</b>	<b>Intern intervenes with individuals, families, groups, organizations, and communities.</b>
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45	S/he provides effective services to individuals, families and small groups	5	4	3	2	1	Na
46	S/he provides effective services to communities and/or organizations	5	4	3	2	1	Na
47	S/he empowers individuals, families and small groups to advocate/problem-solve on their behalf	5	4	3	2	1	Na
48	S/he empowers communities and organizations to advocate/problem-solve on their behalf	5	4	3	2	1	Na
49	S/he terminates effectively with clients	5	4	3	2	1	Na
50	S/he terminates effectively with the agency and colleagues	5	4	3	2	1	Na

Total: \_\_\_\_\_

Comments:

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<b>Competency #9</b>		<b>Intern evaluates with individuals, families, groups, organizations, and communities.</b>					
51	S/he can gather, use and analyze evidence to evaluate her/his practice	5	4	3	2	1	Na
52	S/he can identify outcomes for programs in which they work	5	4	3	2	1	Na
53	S/he is skilled at evaluating programs using outcomes	5	4	3	2	1	Na

Total: \_\_\_\_\_

Comments:

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Additional comments on student's practice skills (engagement, assessment, intervention and evaluation):

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<b>OVERALL READINESS FOR ENTRY LEVEL BSW PRACTICE</b>
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Student's overall strengths:

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Student's areas for improvement:

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Field instructor's recommended grade in field:       Satisfactory     Unsatisfactory     Incomplete

Student's Comments:

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Field Liaison's Comments:

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SIGNATURES

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

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

Secondary Field Instructor: \_\_\_\_\_ Date\_\_\_\_\_

Faculty Liaison/Advisor: \_\_\_\_\_ Date\_\_\_\_\_

**All signatories should retain a copy of this evaluation.**

**STUDENT EVALUATION OF FIELD AGENCY**

Social work students are required to complete this evaluation of their field agency. This information is critical to the office of field experience as they continuously evaluate the quality and safety of placements, ability to expose students to generalist social work skills, and agencies ability to expose students to the nine CSWE competencies.

**Student Name** \_\_\_\_\_

**Semester** \_\_\_\_\_

**Field Placement/Agency** \_\_\_\_\_

<b>Using the following scale, please rate your agency on each item.</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**1.) Oriented student to agencies mission, policies, programs, and services.**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

**2.) Accepts you as an integral part of the organization.**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree



**3.) Provides adequate office space and access to technology to complete field activities**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

**4.) Collaboratively enables the student to develop a learning contract that allows you to demonstrate appropriate mastery of the nine CSWE competencies and practice indicators**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

**5.) Allows the student to implement classroom assignments in practice setting**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

**6.) Provides opportunities for you to interact with individuals, families, groups, organization, and community levels of practice**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

**7.) Allows opportunities to work with diverse and at-risk clients**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

**8.) Helps students to demonstrate social work knowledge, skills, and values effectively including offering opportunities to practice skills and social work roles**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

**9.) Helps the student develop and demonstrate a professional identity that represents the NASW code of ethics and values of the social work profession**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

**10.) Provides a minimum of one-hour weekly supervision to give verbal and written feedback for professional development**

1	2	3	4	5
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Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

11. What changes, if any, would you recommend improving the educational experience of students in your placement agency?

Comment:

12. Would you recommend this agency to another student to perform his/her internship?

Comment:

Student Intern: \_\_\_\_\_

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

### The Field Liaison's Field Instructor and Agency Evaluation

The Director of Field/ Field Liaison completes this evaluation form after the student's internship. This form and the results are shared with the field instructor and agency internship coordinator to assist in improving the agency setting in providing a competency-based learning experience for field students.

Rate the Agency Setting on the following items using the 5-point scale.

<b>4= excellent</b>	<b>3= good</b>	<b>2= average</b>	<b>1 = poor</b>
1. Agency understood the program's mission and goals adequately	_____	_____	_____
2. Agency orientation was adequately provided	_____	_____	_____
3. My role in the agency was respected	_____	_____	_____
4. Agency administration was supportive	_____	_____	_____
5. The field instructor was open and communicable	_____	_____	_____
6. The field instructor provided adequate field assignment	_____	_____	_____
7. The field instructor provided feedback in a timely manner.	_____	_____	_____

- 8. The field instructor provided adequate supervision \_\_\_\_\_
- 9. The field instructor model professionalism \_\_\_\_\_
- 10. Staff was supportive \_\_\_\_\_
- 11. Activities for competency learning were provided \_\_\_\_\_
- 12. Agency structure promoted creativity \_\_\_\_\_
- 13. Quality of physical facilities provided for students \_\_\_\_\_
- 14. Agency was well-organized \_\_\_\_\_
- 15. My feedback to field instructors and/or  
internship coordinators were respected \_\_\_\_\_
- 16. Workload was manageable for students \_\_\_\_\_
- 17. Workload met the learning needs of student \_\_\_\_\_
- 18. Overall rating of the field instructor and agency \_\_\_\_\_

as an internship \_\_\_\_\_

19. What did you like the most/what did you like the least about this field setting?

20. Would you recommend field instructor and agency for placement in the future? \_\_\_YES \_\_\_NO  
Explain your response.

Faculty Field Liaison: \_\_\_\_\_ Date: \_\_\_\_\_

**SOCIAL WORK PROGRAM**  
**JARVIS CHRISTIAN COLLEGE**  
**Agency Based Field Instructor Evaluation**  
**Of Director of Field Experience**

Agency Based Field Instructor: \_\_\_\_\_

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

Please complete this form and use the rating scale below for assessing:

- |   |   |               |   |   |                |
|---|---|---------------|---|---|----------------|
| 5 | - | Excellent     | 2 | - | Below Average  |
| 4 | - | Above Average | 1 | - | Poor           |
| 3 | - | Average       | 0 | - | Not Applicable |

\_\_\_ How clear was the Director about his/her role?

\_\_\_ How well did the Director clarify his/her expectations of the Instructors and the students?

\_\_\_ How well did the Director monitor the teaching/learning plan?

\_\_\_ To what extent did the Director participate in the development of the students' activities to assure the achievement of the educational plan?

\_\_\_ How accessible was the Director for a consultation re problems and issues in the field?

\_\_\_ How well did the Director follow through with recommendations?

\_\_\_ How well did the Director assist the agency-based field instructor with teaching techniques and methodology?

\_\_\_ How well did the Director assist with orientating and further informing the agency field instructor about field instruction?

\_\_\_ How well did the Director assist with interpreting the School's program to the agency and other personnel?

\_\_\_ How responsive was the Director to request for resource materials?

\_\_\_ How well did the Director keep the agency-based field instructor informed of the current school program, policies and procedures?

Please inform us of other areas of interest or concern (not addressed above) regarding the effectiveness of the director.

## APPENDIX C

### SAFETY DURING FIELD PRACTICE

#### GUIDELINES FOR ENHANCING SAFETY AND MINIMIZING RISK IN THE FIELD

1. Have written agency policies to address any work situation that consists of risk, such as The following: home visits, services in isolated or high-crime areas; services at night or on weekends; services to clients with infectious diseases as well as any required immunizations; working around special equipment or chemicals; what to do in case of fire or other disasters; politically-sensitive services that may result in violent threats to agency staff (e.g., abortion counseling). This list is not to be considered exhaustive. Each agency is responsible for determining its sources and levels of risks and taking reasonable precautions with these risks.
2. Train your social work interns in the above policies and provide documentation.
3. Remember that, according to the agency agreement, students have both the right and the responsibility to refuse any assignment which they deem too dangerous to pursue at the time. The Director of Field Experience is available for consultation and problem-solving on such issues.
4. Do not have student interns seeing clients alone in the building. Be sure that other personnel is nearby. Examine your office arrangements. Is your desk positioned so that you are not "boxed in" and can get to an exit easily if need be? Do you have sharp or potentially dangerous objects lying out? Examine the work area with safety issues in mind.
5. Familiarize the social work interns with your agency environment, especially all entrances and exits, evacuation routes, and potentially dangerous areas. Health care settings should provide proof of orientation to the environment, particularly infectious control policies.
6. Provide supervision that is consistent and enough so that *you know what your social work intern is doing*. Do not expect students to be able to fully-represent your agency in making critical decisions about client disposition involving physical and legal implications (e.g., involuntary hospitalization, threats of suicide, homicide, etc.). If the field instructor is not available in an emergency, there must be a

written and fully understood protocol for notifying another worker or a mental health professional (e.g., physician, psychiatrist, etc.) or for getting the client to an emergency facility that can adequately meet her/his needs.

8. Train the social work intern on policies regarding client confidentiality. Students should not be taking any identifying information on clients out of the agency unless required to do so for such facilities as outreach workers. In such situations, there should be clear policies on the protection of records.
9. If social work student interns are required to make home visits, train them on your written policies and personally provide them with an orientation to the neighborhoods.

### **PRECAUTIONS TO FOLLOW IN MAKING HOME VISITS**

1. Review the agency's written policies regarding home visits, as well as all other policy issues regarding safety. A staff member familiar with the area should personally orient the social work intern.
2. Be familiar with the environment, including entrances, exits, and places to avoid. Remind students to avoid "looking lost" and help them to project an image of knowing where they are going and what they are doing – even when they don't!
3. Teach student interns to observe how the clients are dressed. Are the coats, jackets, or other items of clothing able to conceal a weapon easily?
4. Remind social work interns to park their cars a few spaces down from the house, as opposed to directly in front of it. If the worker must exit quickly, they do not want to give their pursuer the opportunity to catch up with them too soon. If the student finds that it is unsafe to jump into their car, instruct them to run to the nearest place where there are people, activity and, hopefully, security.
5. Teach the student intern that it is important to *always* have enough gas in the car.
6. To the degree that is possible, schedule all home visits at high activity times (8:00am to 10:00am and 2:30pm to 4:00pm).
7. Whenever possible, have the student intern be sure to make home visits at a time when people known to be violent are out of the home.
8. Instruct the student intern to be aware of how their clothing may represent them or place them in danger. Items such as expensive jewelry, provocative clothing, or a "salesperson look" may create a barrier between them and the client or make them a more likely candidate for criminal victimization.
9. Student interns should ask clients to walk around their neighborhood or sit on the porch with them whenever possible so that others can see that they are there with

the client's permission.

10. Role-play with the student intern about how to answer questions about who they are and what they are doing without violating confidentiality. This will help the client to recognize quickly that the student intern is not a salesperson, an evangelist, a police officer, or a drug dealer.
11. Stress with the student intern that must always let staff know where they are going and when they are back.
12. Be sure that the student intern calls clients to let them know to expect them at a certain time. Tell clients to contact the agency if the student intern is late keeping the appointment.
13. Instruct students that, before knocking at a client's door, they should listen first. If they hear a sound that they perceive to be threatening, tell them to *leave immediately*. Show students how to stand to one side of the door when they knock rather than standing directly in front of the door. Students should not accept invitations such as "Is that you? Just come on in." Student interns should identify themselves and ask the occupant to come to the door and let them in.
14. Instruct students that, once inside, they must be alert and observant to their environment. Are there dangerous weapons lying about and within easy reach? Are there drugs being used on the premises? Is someone drunk or physically acting out? In such cases, student interns should immediately tell the client that they cannot stay and will reschedule the appointment or have the client see them at the agency.
15. If a client's behavior begins to escalate, instruct the student intern not to react with physical force when the interaction is *verbal*.

#### **IF STUDENTS FIND THEMSELVES IN AN ESCALATING SITUATION:**

**DIVERT** – Switch attention to another subject, ask for a glass of water, change seats, separate the agitators.

**DIFFUSE** – Use a soft voice, agree with the person, assure the person that they are safe.

**DELAY** – Ask to postpone the visit, get back up.

**LEAVE** – Get out of the area any way possible.

While student interns may never find themselves in an unsafe situation, it is better to be prepared for the situation. If either students or field instructors have questions or need further guidance on specific safety issues, contact the Director of Field Experience immediately.

Adapted from a handout by Jane Parker, Assistant Professor, School of Social Work, Tulane College.

## APPENDIX D

### Student Field Application



#### Student Field Experience Application

##### 1. General Information

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

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

Local/Campus Address: \_\_\_\_\_ Apartment #: \_\_\_\_\_

Zip Code: \_\_\_\_\_ Home Telephone #: \_\_\_\_\_

Work#: \_\_\_\_\_ Cell #: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

\_\_\_\_\_ Apartment #: \_\_\_\_\_

Zip Code: \_\_\_\_\_ Home Telephone #: \_\_\_\_\_

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

Physical Challenges or other limits on your activities: Yes: \_\_\_\_\_ No: \_\_\_\_\_

Wheelchair \_\_\_\_\_ Hearing Impaired \_\_\_\_\_ Visually Impaired \_\_\_\_\_

List any special conditions or limitations to be considered in arranging your field placement.

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

Driving Information:



Do you have a valid Texas driver's license? \_\_\_\_\_ Do you have an automobile?

\_\_\_\_\_ Do you have automobile insurance? \_\_\_\_\_

Will you have access to a car during your field placement? \_\_\_\_\_

**2. Field Eligibility**

Have you met with your Senior Advisor to ensure you have taken all the courses needed before the field?

Yes \_\_\_\_\_ No \_\_\_\_\_

**3. Have you plead guilty, no lo contender, or been convicted or received probation before judgment of any criminal act (excluding traffic violations)?** Yes \_\_\_ No \_\_\_ If Yes, please give reason below. This information will be held confidential according the Social Work Code of Ethics guidelines. Many agencies require background checks.

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**4. Are you currently employed?** Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_ If yes, number of hours per week worked: \_\_\_\_\_

**5. Have you any preference as to kind of settings, target populations, ages, etc. (Not specific agencies) with which you would like to work? Why?**

---

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---

**6. List possible agencies that you believe you would like to interview with:**

Agency \_\_\_\_\_ Program Name \_\_\_\_\_

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**COMPLETE ATTACHED "BRIEF BIOGRAPHICAL STATEMENT" FORM. YOUR APPLICATION WILL NOT BE PROCESSED IF THIS FORM IS *NOT* ATTACHED AND COMPLETED.**

**I at this moment authorize the release of this information and other pertinent information necessary to those agencies considering me for field placement.**

\_\_\_\_\_  
(Student's Signature)

\_\_\_\_\_  
(Date)

---

---

**Advisor**

I have reviewed the Student’s Degree Plan and verify that the student has had or will be taking concurrently the coursework that must be complete to be eligible for the field course applied for.

---

Advisor’s Signature Date

---

Field Coordinator’s Signature Date

---

---

Agencies Referred to	Field Instructor	Date Referred
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**APPENDIX E**

**Learning Activities**

These are a board set of suggested learning activities to aid in the provision of field education. The Field Instructor is to establish the assigned learning activities that are appropriate for an undergraduate student as a generalist social work student intern.

- Case Work
- Counseling
- Interviewing & Assessment
- Case Histories/Progress Notes
- Case Management
- Research for Data Information
- Agency/ Community Analysis
- Organization Social Policy that Impacts Learning Goals
- Advocacy/ Referral of Services

- Attending Professional Meetings/Conference/ Seminars
- Individual and Family Interventions
- Small Group Meetings
- Evaluation of Client Services
- Identify Community Resource
- Recognize Ethical Dilemmas of Social Work Practice
- Observations of Professionals

## **APPENDIX F**

### **Jarvis Christian College Social Work Program**

## ***Educational Learning Contract***

The student learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency instructor. It is designed to give direction and learning structure to the Field Experience and is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

The student is expected to arrange, with the faculty and field agency instructors, appropriate and feasible tasks. These tasks are shaped by the opportunity provided by the agency, the learning needs of the student, and the practice competencies required by the Department of Social Work. The Student Learning Contract becomes finalized when both student and agency instructor meet to review and sign. The initial contract review meeting should occur by the fourth week of the term (Due September 18, 2017). The Student Learning Contract may be renegotiated, if needed, during the semester.

The Student Learning Contract serves as the basis for assessing field performance. There are two formal evaluations during the semester. The mid-term evaluation is a process evaluation involving the Agency Field Instructor and the student who together review progress in meeting the practice competencies. The Agency Instructor offers constructive evaluative feedback, identifying strengths, areas of needed improvement, and strategies for the attainment of practice competencies by the end of the Field Practicum.

**Jarvis Christian College Social Work Program  
BSW Field Education Learning Contract**

Student Name	
Agency Name	
Agency Address	
Agency Field Instructor/Task Supervisor	
Phone Number	
Agency Email Address	
Student Email Address	
Field Coordinator	

Day	Monday	Tuesday	Wednesday	Thursday	Friday/Saturday
Hours					

In the space below please list the learning goals for the internship and the activities, both the student and supervisory/field instructor agree upon to achieve.

CSWE 2015 EPAS Competency	Practice Indicators	Learning Activities Performed  As Evidence by..... (specific tasks)	Target Dates/Who is responsible
<b>Example:</b>  <b>Demonstrate Ethical and Professional Behavior</b>	<ul style="list-style-type: none"> <li>The student demonstrates understanding and knowledge HIPPA</li> </ul>	<ul style="list-style-type: none"> <li>Student ensures patient/client information is protected and agency policy regarding confidentiality are followed</li> </ul>	<ul style="list-style-type: none"> <li>The student will demonstrate these behaviors by 2/15/17</li> <li>The instructor will be responsible for ensuring student's awareness of agency policy regarding HIPPA</li> </ul>
1.			
2			
3			
4			
5			

6			
7			
8			
9			



\_\_\_\_\_  
**Signature of Field Instructor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Faculty Liaison**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Field Coordinator**

\_\_\_\_\_  
**Date**

**APPENDIX G**

**College-Agency Affiliation Agreement  
Between  
Jarvis Christian College, Social Work Program and  
Agency**

This agreement is entered by and between (**Agency**), hereinafter referred to as the “Agency”, and **JARVIS CHRISTIAN COLLEGE**, hereinafter referred to as the “College.”

WHEREAS: The College is conducting a planned course of study and experience leading to the completion of a Bachelor of Social Work Program: and

WHEREAS: The College wishes to provide bachelor-level experience in Social Work for its students in situations where a desirable quality of services rendered to individuals, families, groups, organizations, and communities is practiced; and

WHEREAS: The Agency operates an office in (**Location-City, State, County**) where such Student experience may be obtained: and

WHEREAS: It is in the best interest of the Agency to maintain quality services, and it is in the best interest of the College to provide quality undergraduate-level experience, and the parties agree that each must be mutually present; and

WHEREAS: The Agency desires to cooperate with the College in providing quality undergraduate student experience in the interests of the Student(s) and the general progress of the social work profession;

NOW, THEREFORE, the Agency and the College do mutually agree as follows:

#### **ARTICLE I: PERIOD OF AGREEMENT**

This Agreement will become effective on the date when all parties have signed this document and will remain in effect until terminated by one or both parties.

#### **ARTICLE II: PROGRAM**

The Generalist Field Experience Student(s) and Field Instructor will conform to the requirements of all Articles of this Agreement. The College and the Agency will work together with the Student(s), College Field Liaison, and Agency-Based Field Instructor to design an individualized “Student Learning Agreement” during the first three weeks of the Field Experience.

#### **Implications for Social Work Generalist Practice**

The Student(s) will apply their generalist practice knowledge, values, skills, ethics, and professional use-of-self in their field practice experience. The Field Manual provided to the Agency delineates the roles, responsibilities, and performance expectations for the Student(s) while applying the “Generalist Intervention Model.”

#### **The Generalist Intervention Model**

1. Engagement/problem identification and data gathering
2. Assessment
3. Planning for interventions
4. Implementation for change
5. Evaluation of processes and outcomes
6. Termination
7. Follow-Up

#### **Social Work Values in the Generalist Curriculum**

1. Social Workers are committed to the dignity, worth and value of all human beings, regardless of socio-economic class, race, color, gender, creed, sexual orientation, national origin, age, or physical or mental abilities.
2. Those with problems, regardless of the nature of those problems, are not to be judged, condemned, or demeaned.
3. People have the right to autonomy and self-determination that is the right to determinate courses of action that will affect their lives.

4. The strengths of individuals, families, groups, organizations, and communities are assessed and built upon throughout professional social work interventions.
5. Social Workers are committed to assisting client's systems to obtain needed resources.
6. Social Workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.
7. Social Workers are responsible for their ethical conduct, the quality of their practice, and for seeking knowledge and skills of their profession.

**ARTICLE III: RESPONSIBILITIES OF THE AGENCY**

The Agency will, always, retain responsibility for the services with its clients. Neither the College faculty nor the Student(s) will be expected to replace Agency staff in the conducting of the Agency activities.

- A. The agency must provide qualified field instructors for the students. Qualified instructors for BSW students must have earned an MSW and BSW. The BSW and MSW field instructor must have a degree in social work from a CSWE-accredited program and must have two years supervised post-graduation practice experience in social work. Options are available for agencies without a BSW or MSW on staff.
- B. To allow supervision time for the Student(s) from the designated Field Instructor (one hour minimum per week).
- C. To provide adequate work space and materials for the Student(s).
- D. To orient the Student(s) to the functions of the Agency.
- E. To provide a range of learning experiences for the Student(s) to meet the educational objectives of the Field Experience by the Generalist curriculum.
- F. To assist Student(s) in negotiating a "Student Learning Agreement" that includes all competency areas- knowledge, skills, values, ethics, and professional; use-of-self.
- G. To interview and select Student(s) applying for the Field Experience.
- H. To attend Field Instructor training workshops and orientation seminars.
- I. Students shall be supervised by professionals in their field who are graduates of schools approved by any accredited school of higher education.
- J. To inform the Student(s) of the sexual harassment policy at the Agency.
- K. To provide Student(s) a copy of the policy and procedure manual of the Agency.
- L. To inform the Student(s) of the nondiscrimination policy at the Agency.
- M. Not to discriminate by race, creed, color, age, sex, handicap, marital status, sexual preference, religion, or national origin.

**ARTICLE IV: RESPONSIBILITIES OF THE COLLEGE**

- A. To provide a general orientation and training workshop for Students and Field Faculty Liaison.
- B. To provide a current Field Manual to the Agency that includes requirements, objectives, procedures, and expectations of all parties involved in the Field Experience.
- C. To have the Faculty assist in the field instruction of the Student(s) through Seminars and conferences.
- D. To work in collaboration with the Field Instructor/Task Supervisor in the evaluation of Student's performance.
- E. To have the Field Experience Director and Faculty Field Liaison be accessible and to meet periodically with the Agency Field Instructor/Task Supervisor to advise and review practicum.



- F. To maintain a file on each field Agency that includes a resume, licenses/certificates, promotional materials, and Faculty Field Evaluations.
- G. To assure that Students understand the importance of maintaining the confidentiality of clients/case records as demanded by Agency policy and the National Association of Social Workers CODE OF ETHICS.
- H. To pre-screen Student(s) assigned to the Agency to assure that they meet the minimum requirements as defined by the Agency and the Social Work Program prerequisites.
- I. To provide Faculty Field Liaisons and Students an orientation of Jarvis Christian College's policy on sexual harassment and non-discrimination.
- J. To provide training and recognition to the Agency's social work Field Instructor and Task Supervisors.
- K. Not to discriminate by race, creed, color, age, sex, handicap, marital status, sexual preference, religion, or national origin.

**ARTICLE V: NUMBER OF PARTICIPATING STUDENTS**

The Agency reserves the right to determine the maximum number of Students that can be accommodated at any given time in its facilities. The College will provide the Agency with the names of Student(s) who will participate. The Agency, Student and Faculty will jointly develop the following:

- a. Specific plans for days and hours of Student participation;
- b. Specific plans for the orientation and supervision of Student(s); and
- c. Designation of specific Field Experience learning activities

**ARTICLE VI: CONDUCT IN FACILITIES OF AGENCY**

The Agency reserves the right to dismiss a student or employee of the College, either temporarily or permanently, whose conduct:

- a. Poses a hazard to Agency clients or property;
- b. Disrupts the orderly conduct of the Agency's activities; or
- c. Is inconsistent with the laws, regulations, policies, protocols, and procedures governing the provision of Agency services.

The Agency must inform the College before the actual dismissal and provide for due process when at all possible.

**ARTICLE VII: STATUS OF STUDENTS**

The participating students are not to be construed as employees of the Agency under this Agreement. The College will retain responsibility for personal and career guidance and counseling of students.

At the discretion of the Agency, the Student(s) may participate in continuing education programs conducted for the Agency staff.

**ARTICLE VIII: GENERAL AND PROFESSIONAL LIABILITY**

All students are required to purchase professional liability insurance before enrolling in Field Experience courses. As between the parties, each party will be responsible for Liability arising from personal injury or damage to persons or property occasioned by its agents or employees in the performance of this Agreement.

**ARTICLE IX: STUDENT EVALUATION**

Upon the request of the College, the Agency agrees to participate in the joint evaluation of the Student(s). The College Faculty Field Liaison has the ultimate responsibility for determining the Student's final grade, based upon the input of the Field Instructor/Task Supervisor (if applicable).

**ARTICLE X: CONFIDENTIALITY**

The College assures that all participating Students and Faculty have been instructed in, and will observe the importance of, maintaining the confidentiality of all client information.

**ARTICLE XI: AMENDMENTS**

1. Any changes in the procedures, objectives, requirements, renewal, or other provisions of this Agreement will be formalized by a written instrument executed by the parties hereto and will be attached and incorporated as a part of this Agreement.
2. This agreement may be terminated for cause with a 30-day written notice by either party.

**ARTICLE XII: TERMINATION**

Each of the parties hereto may terminate this Agreement by serving written notice to the other at least thirty days before the intended date of termination. In the event that the Student(s) is unable to meet his/her field requirements, the Social Work Program reserves the right to withdraw the Student(s) from the setting. Such notice and termination shall not prohibit the completion of the Student's planned program of experience. Nor shall the completion abrogate the responsibilities of the College to assure that Faculty and Student(s) are insured for general and professional liability which may arise because of the actions or inactions of the Student(s) completing his/her planned program following such termination.

**ARTICLE XIII: JOINT AGREEMENT BETWEEN THE PARTIES**

**IN WITNESS WHEREOF, the parties hereto have set their hands:**

**COLLEGE REPRESENTATIVES**

\_\_\_\_\_  
\_\_\_\_\_  
**Vice President of Academic Affairs**

\_\_\_\_\_  
\_\_\_\_\_  
**Date**

\_\_\_\_\_  
\_\_\_\_\_  
**Field Director/Program Director**

\_\_\_\_\_  
\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**College Field Instructor (if applicable)**

**AGENCY REPRESENTATIVES**

**Executive Director**

**Date**

**Program Director**

**Date**

Date

## APPENDIX H

### STATEMENT OF UNDERSTANDING AND CONSENT

#### Statement of Review of NASW Code of Ethics, BSW Program Student Handbook, and BSW Field Manual

I have reviewed and agree to adhere to the NASW Code of Ethics and policies outlined in the Jarvis Christian College BSW Program Student Handbook and the BSW Field Experience Manual.

#### Statement Regarding Academic Performance

I understand that I must meet the minimum GPA of a 2.3 or better in all required social work courses. I understand that I must meet the minimum grade requirement of a “3.0” or better in both SOCW 4320 Field Experience and SOCW 4343 Field Experience.

#### Statement Regarding Background Checks

I am aware that required background checks will be required, and I give Jarvis Christian College (and any third-party company) permission to complete the necessary background checks (required) and drug screens (if required by the agency). My signature indicates that I am fully aware and consent to Jarvis Christian College and field agency obtaining a background check for criminal convictions, child abuse and neglect, and drug screens. I understand that I may discuss any information with the Director of Field Experience and will be advised about any implications of the information shared.

#### Statement Regarding Release of Information to Potential Field Instructors, and Agency

I understand the Director of Field Experience will be contacting potential field instructors/agency to secure a placement on my behalf. I, therefore, give the Director of Field permission to release pertinent and relevant information about me to potential field agencies and their representatives.

#### Statement of Understanding of the Field Experience Placement Process

I understand that I must complete all the steps of the Field Experience Placement Process by the designated dates provided by the Director of Field Education. I understand that failure to do so will jeopardize my placement in an agency. I understand that I must complete 450 hours throughout 15 weeks.

My signature below indicates that I have read and agree with the above statements.

SIGNATURES	
Student:	
Printed Name:	

Director of Field Education	
Date:	

## APPENDIX I

**JARVIS CHRISTIAN COLLEGE  
Social Work Program  
P.O. Box 1470, Hawkins, Texas 75765-1470**

### ASSUMPTION OF RISK AND RELEASE

The undersigned individual, a student at Jarvis, certifies that he/she is in good physical health and able to participate in the internship program provided for him/her at:

\_\_\_\_\_ {Agency} \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The undersigned individual also understands that because of the possible risks involved in performing agency services at the program facility provided by the period \_\_\_\_**{Date}**\_\_\_\_  
**to** \_\_\_\_**{Date}**\_\_\_\_, that he or she should be covered during said period by a private medical, vehicle insurance, and liability policy and further that the Jarvis Christian College does not provide such insurance or otherwise indemnify the individual against injuries or other liabilities arising out of said internship program.

Therefore, the undersigned hereby assumes the risks and responsibilities involved in such participation and agrees to indemnify, defend, and hold harmless the internship agency, the Jarvis Christian College, or any person acting on its behalf, from and against any claim or demand for loss, liability or damage, including, but not limited to, claims for property damage, personal injury or death, by whoever brought, arising from any accident or incident arising out of or connected with his/her participation as of aforesaid, or growing out of caused by any other activities of the undersigned during such participation in said internship program.

\_\_\_\_\_  
 Name of the Participant

\_\_\_\_\_  
 Signature of Participant

\_\_\_\_\_

Name of College Official	Date
Title of College Official	Signature of College Official
	Date

## APPENDIX J

# Calendar of Event

### Fall/Spring Semester

**\*\*\*\*\* Jarvis Christian College Social Work Program often host events on campus honoring social workers in the community. Dates TBA**

**P.O. Box 1470 ~ US Highway 80 E. PR 7631 ~ Hawkins, Texas 75765-1470**

**Phone: 903-730-4890 ~ Fax: 903-769-4842**

**[www.jarvis.edu](http://www.jarvis.edu)**

## APPENDIX K

### Social Work Student Field Placement Agreement

#### Jarvis Christian College Social Work

I, \_\_\_\_\_, being approved to participate in field experience during the \_\_\_\_\_ academic year in a field placement at:

August/January	{Date/Day}	First day of classes & field practicum
{Date}	{Date/Day}	Third week site visit/Evaluation
{Date}	{Date/Day}	Deadline: Learning Agreements DUE
{Date}	{Date/Day}	Mid Term Evaluations (On-site visit)
{Date}	{Date/Day}	Campus Thanksgiving Break/Spring Break (Students are expected to follow holiday policy.)
{Date}	{Date/Day}	Final Evaluations (On-site visit)
{Date}	{Date/Day}	DEADLINE: Field Evaluation, Timesheets, Supervision Logs, etc.  (Senior grades due)
{Date}	{Date/Day}	End of fall semester

Field Agency and Field Instructor contact information:

Agency

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

Physical Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Website: \_\_\_\_\_

Field Instructor/Task Supervisor

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

Physical Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Extension: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

If Field Instructor/Task Supervisor is not a BSW or MSW, please complete contact information below for the person who will be providing weekly supervision for

BSW Student:

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

Physical Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Field Instructor Orientation Needed: Yes or No (Check Y if you have not attended in the past.)

<b>Date</b>	<b>Sign in /Sign Out Time</b>	<b>Assigned Learning Activities</b>	<b>Signatures Student/Field Instructor/Supervisor</b>	<b>Daily Hrs.</b>



--	--	--	--	--

Agreed this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

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

\_\_\_\_\_  
BSW Student

## APPENDIX L

### Field Hours & Learning Activities

**Week:** \_\_\_\_\_

**Weekly Total Hours:** \_\_\_\_\_

# APPENDIX M

## JARVIS CHRISTIAN COLLEGE SOCIAL WORK PROGRAM

### AGENCY FIELD PLACEMENT APPLICATION DATA INFORMATION SHEETS

#### CONTACT INFORMATION

Organization/Agency \_\_\_\_\_

Contact Person Name \_\_\_\_\_

Title/Position \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

Web Address, if applicable \_\_\_\_\_

Address \_\_\_\_\_

City/Town \_\_\_\_\_ State \_\_\_\_\_ Postal Code \_\_\_\_\_

#### *Hours of Operation*

(please circle all that apply)

Mornings    Afternoons    Evenings    Full Day    Flexible

Mon    Tues    Wed    Thurs    Fri    Sat    Sun

Additional Details \_\_\_\_\_

#### **Which areas of interest are best met through this opportunity? (Check all that apply)**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Addictions                            | <input type="checkbox"/> Gay/Lesbian/              | <input type="checkbox"/> Research       |
| <input type="checkbox"/> Adult Mental Health                   | <input type="checkbox"/> Bisexual/                 | <input type="checkbox"/> Seniors        |
| <input type="checkbox"/> Advocacy                              | <input type="checkbox"/> Transgender/ Queer        | <input type="checkbox"/> Social Action  |
| <input type="checkbox"/> Basic Needs                           | <input type="checkbox"/> International Social      | <input type="checkbox"/> Social Service |
| <input type="checkbox"/> Child Abuse,<br>Maltreatment, Neglect | <input type="checkbox"/> Work                      | <input type="checkbox"/> Spiritually    |
| <input type="checkbox"/> Children & Youth                      | <input type="checkbox"/> Medical Social Work       | <input type="checkbox"/> Woman Abuse    |
| <input type="checkbox"/> Children's Mental<br>Health           | <input type="checkbox"/> Men                       | <input type="checkbox"/> Women          |
| <input type="checkbox"/> Community<br>Development              | <input type="checkbox"/> Other                     |   |
| <input type="checkbox"/> Corrections                           | <input type="checkbox"/> Partner Abuse             |   |
| <input type="checkbox"/> Crisis                                | <input type="checkbox"/> Policy                    |   |
| <input type="checkbox"/> Disability                            | <input type="checkbox"/> Politics                  |   |
| <input type="checkbox"/> Education                             | <input type="checkbox"/> Poverty &<br>Homelessness |   |
|  | <input type="checkbox"/> Prevention                |   |
|  | <input type="checkbox"/> Race & Ethnicity          |   |

**INFORMATION FOR STUDENTS**

What learning activities are available to students in your organization? *(Please check all that apply)*

- Prevention services
- Client assessment
- Case management
- Crisis intervention
- Discharge planning
- Client education
- Advocacy
- Individual counseling
- Family counseling
- Group counseling
- Couples counseling
- Policy Practice
- Community practice
- Fundraising
- Program development
- Project management
- Program evaluation
- Board meetings
- Volunteer management
- Home visits
- Research
- Other \_\_\_\_\_

What are the days and hours of operation of your agency?

Days \_\_\_\_\_ Hours \_\_\_\_\_

Are there opportunities for students to complete field hours in the evenings and on weekends?      Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please describe

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Are placements available at a single site or multiple sites?      \_\_\_\_\_ Single      \_\_\_\_\_ Multiple

If multiple sites, please describe below

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Are there other pre-requisites required for placement? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, check all that apply.

- Physical Exam
- Application
- Fingerprints
- Orientation/Training
- Background Check
- Drug Screen
- TB Test
- Other (*Please specify*)

Please provide a summary of the internship including what the agency can offer the student regarding learning opportunities, the client population served, and the hours provided to students. This information will be made available to students for review in making their request for Field Experience.

### Jarvis Christian College Bachelor of Social Work Field Instructor Application

#### Applicant Information

Full Name: \_\_\_\_\_ Date: \_\_\_\_\_  
*Last* \_\_\_\_\_ *First* \_\_\_\_\_ *M.I.* \_\_\_\_\_  
\_\_\_\_\_  
Agency Street Address  
\_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_  
Phone: ( ) \_\_\_\_\_ E-mail: \_\_\_\_\_

#### Current Agency

Agency: \_\_\_\_\_  
\_\_\_\_\_  
Phone: ( ) \_\_\_\_\_ E-mail Address: \_\_\_\_\_  
Fax: ( ) \_\_\_\_\_

#### Education

Bachelor \_\_\_\_\_ Location: \_\_\_\_\_

**University:** \_\_\_\_\_  
 From: \_\_\_\_\_ To: \_\_\_\_\_ Did you graduate? YES NO  
  Degree: \_\_\_\_\_

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**Masters**

**University:** \_\_\_\_\_ **Location:** \_\_\_\_\_  
 From: \_\_\_\_\_ To: \_\_\_\_\_ Did you graduate? YES NO  
  Degree: \_\_\_\_\_

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**Ph.D.**

**University:** \_\_\_\_\_ **Location:** \_\_\_\_\_  
 From: \_\_\_\_\_ To: \_\_\_\_\_ Did you graduate? YES NO  
  Degree: \_\_\_\_\_

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**Professional Credentials (Please complete. Check all that apply):**

BSW  MSW  LBSW  LMSW  OTHER (Please Specify) \_\_\_\_\_

*Please note that an applicant who does not hold a BSW must have two years of practice experience. All instructors are required to attend field instructor orientation before supervising students.*

\*\*\*\*\*Please attach your resume vitae and any licenses held\*\*\*\*\*

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## APPENDIX N

**Dress Code:**

In the social work program, you are expected to dress appropriately for class, as would reflect a professional person. This means appropriate footwear, not flip-flops, slides or house shoes. Pants must be neat and clean with no tears or intentional designer cuts in the fabric. Shirts must not be t-shirts, must have collars and, for women, cannot expose mid-riffs nor be revealing in any way. Pajama bottoms must not be worn to class for any reason. Failure to dress appropriately for the class will result in the student being asked to leave and change their clothes.

# APPENDIX Q

## JARVIS CHRISTIAN COLLEGE SOCIAL WORK PROGRAM

### Unsatisfactory Progress in the Placement/Cancellation of Field Placement Request Form

Problem resolution is a foundation of the social work profession, and the Field Experience Office encourages students and Field Instructors to work together to find satisfying resolutions to issues. However, if a problem requires special attention, a written request must be made. The purpose of this form is to express concerns of unsatisfactory progress in the field placement. This request can be made by the student intern, field instructor, task supervisor, field liaison, or agency. This request provides the requestor, the reason(s) for the request, and outlines the steps taken or needed to resolve the issues.

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

Role: \_\_\_\_\_

**Reason for request: (Please provide explanation of student or placement concerns)**

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**Steps taken to resolve issue**

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**Are you requesting termination:**

Yes

No

**If no, what is the suggested plan of action?**

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**Student Signature:**

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**Field Instructor/Task Supervisor/Agency Signature:**

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**Director of Field Signature:**

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