

Freed-Hardeman University

Social Work Program

Field Education Manual

2025-2026



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Chapter 1

Introduction to the Practicum Experience

Fieldwork is a primary component of Social Work education. The field experience is seen as a primary means for testing a student's ability to apply and integrate academic content into practice and to develop skills that meet the requirements of beginning professional social work practice.

The importance of the field instruction component in the undergraduate social work curriculum is reflected in the Council on Social Work Education Curriculum Policy Statement. The field component is experiential in nature and focus. It is one of nine curricular foundation areas. The other eight curriculum foundation areas are: Human Behavior in the Social Environment, Social Welfare Policy and Services, Research, Social Work Practice, Values and Ethics, Diversity, Populations-at-Risk and Social and Economic Justice. The field component provides practical experience in the application of theory and skills in each of these foundation areas.

The field instruction is composed of Social Work Seminar (SWK 454). Field Practicum (SWK 497) and all Social Work majors are required to complete 400 hours of fieldwork placement. Students are encouraged to select agency settings to ensure a broad and varied experience in the field. Social Work Seminar (SWK 454) is a forum for discussion and other learning processes designed to facilitate functioning in Field Placement

These field hours represent a significant percentage of the student's academic experience. Students successfully completing the field practicum receive a total of nine hours of academic credit. *Field Practicum (SWK 497)* is taken in the fall, spring, or summer semester of the senior year and requires 400 clock hours at an agency setting. The student successfully completing this course receives nine hours of academic credit for the course.

PROGRAM MISSION AND FIELD EDUCATION GOALS AND EDUCATIONAL OUTCOMES

The mission of the Freed-Hardeman University Social Work Program is to educate generalist social workers to integrate professional knowledge, values, skills, and cognitive/affective processes into purposeful and competent entry-level practice. With a liberal arts foundation, students develop conceptual, theoretical, and historical perspectives of a profession that emphasizes personal, ethical, moral, and social responsibility. Students, while integrating Christian faith with service, cultivate a “working knowledge” of empowering individuals, families, and communities whose needs are neglected, excluded, or forgotten.

Field instruction is an integral part of the social work program supported by our mission, course objectives, and educational objectives. The following objectives relate specially to the Field Practicum:

1. To enable the student to put into practice the skills learned in the classroom (interpersonal skills, interviewing skills, assessment and problem-solving skills).
2. To integrate skills, knowledge, theory and values into consistent, ethical practice principles. The student has an opportunity to relate Christian philosophy to work settings and to creatively evaluate bias and prejudices.
3. To recognize personal strengths and weaknesses as practice competencies are assessed and explored through supervision. A consistent evaluation process should help the student be aware of the confirmed areas of proficiency and give direction to planned change where growth is needed.
4. To enable the student to work in a community where knowledge of the network of human services is necessary and to learn how these human services are designed to meet individual, group, family and community needs.
5. To assess the role of the supervising agency within the community and evidence understanding of its purpose and function. The student should articulate the individuality of the supervising agency and the social work profession while working cooperatively as a member of an interdisciplinary team.
6. To enable the student to relate to various clienteles and the types of problems each brings to the agency. The student should relate cross-culturally, accept and allow difference, be capable of sharing self without alienating others. The student should recognize the

impact of such problems as delinquency, poor housing, family disintegration, and mental and physical illness upon individuals and families.

7. To enable the student to explore, become aware of, and analyze personal value orientations and to understand how these orientations affect feelings about people and the problems they bring to the agency.

EDUCATIONAL OUTCOMES

The outcome objectives are consistent with the program's educational objectives. Upon successful completion of field instruction, students are to demonstrate the following:

ABILITY TO APPLY THE SKILLS, KNOWLEDGE AND VALUES NECESSARY FOR CULTURALLY COMPETENT GENERALIST SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES IN THE PRACTICE SETTING

- ⇒ Appreciates the value and philosophical premises of social work practice among which are: acceptance of client with caring and respect; precedence given to client needs; and respect for client self-determination, interdependence and responsibility.
- ⇒ Creates and sustains a productive and meaningful helping relationship within the boundaries of generalist practice recognizing the limitations and responsibilities of self, client, agency and community.
- ⇒ Plans problem-solving activities based upon knowledge of: a) methods of intervention and theoretical "fit"; b) risks and opportunities within social systems, c) services of employing agency; d) available resources.
- ⇒ Proceeds with problem-solving activities, with appropriate use of: a) interpersonal skills; b) interviewing skills; c) recording skills; d) research skills; e) professional roles.
- ⇒ Evaluates problem-solving activities relative to the success or failure in the achievement of objectives/goals.
- ⇒ Identifies sociocultural, economic, and political influences within the community.
- ⇒ Identifies needs in the community and serves as a liaison between the people and the agency in helping to fulfill these needs.
- ⇒ Demonstrates ability to work with groups and organizations
- ⇒ Demonstrates ability to work with individuals and families
- ⇒ Demonstrates understanding of the purpose and functions of other social systems within the community.

KNOWLEDGE OF AND RESPECT FOR HUMAN DIVERSITY AND THE ABILITY TO ENGAGE IN CREATIVE PROBLEM-SOLVING WITH CLIENT SYSTEMS IN THE FIELD WHO REPRESENT DIFFERENCE IN RACE, ETHNICITY, CLASS, GENDER, SEXUAL ORIENTATION, RELIGION, DISABILITY, AGE, AND NATIONAL ORIGIN

- ⇒ Appreciates the complexity and diversity of human living and the panorama of problems encountered throughout life and promotes understanding, affirmation, and respect for people from different backgrounds
- ⇒ Assesses, specifies and accepts problem areas within the client's life experience based on appropriate data gathering processes, including defining, designing, and implementing strategies for effective practice with persons from diverse backgrounds.
- ⇒ Identifies persons at risk of discrimination and actively seeks to promote social and economic justice.

- ⇒ Shows ability to work with diverse groups and individuals in a helpful way.
- ⇒ Demonstrates sensitivity to client diversity (differences in culture, lifestyle, race, class, ethnicity, age, gender, sexual preference, or handicapping condition).
- ⇒ Helps people overcome stigmas and create positive support systems
- ⇒ Demonstrates understanding of client population served.
- ⇒ Demonstrates effective communication skills with diverse populations.

KNOWLEDGE OF AND ABILITY TO APPLY SOCIAL WORK VALUES AND ETHICS AND TO INTEGRATE CHRISTIAN PHILOSOPHY INTO PERSONAL AND PROFESSIONAL PRACTICE IN THE FIELD SETTING

- ⇒ Critically examines personal and professional values in order to establish a professional social work identity.
- ⇒ Integrates personal and professional values and analyzes ethical dilemmas and the ways in which these affect practice, services, and clients.
- ⇒ Demonstrates ethnic, race, gender, and religious sensitivity and a respect for human diversity and the impact of oppression on populations-at-risk.
- ⇒ Demonstrates respect for individual differences and encourages communication among all groups to promote peace and mutual aid across cultures.
- ⇒ Demonstrates knowledge of and adherence to the NASW Code of Ethics in relation to clients and colleagues.
- ⇒ Evidences knowledge of agency policies related to ethical issues and codes of professional conduct.
- ⇒ Demonstrates an understanding and appreciation of the influence of Christian belief on the history, philosophy, and values of the social work profession.

USE OF CRITICAL THINKING AND CREATIVE PROBLEM-SOLVING WITH CLIENTS OF VARYING SIZES AND DIVERSITIES IN THE PRACTICE SETTING

- ⇒ Demonstrates the ability to engage in problem solving assessment including gathering of data relevant to problem; identify client resources; develop feasible plan and goals for intervention.
- ⇒ Exhibits skill in helping others to identify and explore alternative courses of action and the potential consequences of each.
- ⇒ Contributes to agency decision-making process in staff meeting and other interactions with staff, and assesses the adequacy of service delivery systems.
- ⇒ Seeks out new knowledge and information that will enhance personal and professional development.

EFFECTIVE USE OF ORAL, WRITTEN AND NON-VERBAL COMMUNICATION SKILLS IN THE PRACTICE SETTING

- ⇒ Represents agency in a professional manner.
- ⇒ Expresses self clearly in verbal communication.
- ⇒ Demonstrates listening skills.
- ⇒ Expresses differing points of view without depreciating others.
- ⇒ Effectively uses forms and formats to record observations

- ⇒ Effectively writes results of studies, evaluations, or projects
- ⇒ Organizes information into logical and clear reports for both written and oral presentation.

INTEGRATION OF THEORY AND CLASSROOM LEARNING IN THE PRACTICE SETTING

- ⇒ Evidences ability to work with individuals, families and groups utilizing a variety of theoretical approaches choosing approaches based on knowledge of a variety of theories working with community agencies in obtaining needed resources for clients.
- ⇒ Understands community characteristics, problems, and needs and articulates these to the agency.
- ⇒ Ability to apply developmental theories to actual client assessments and situations
- ⇒ Evidences an understanding of distributive justice and advocates on behalf of clients whose rightful needs are unmet
- ⇒ Evidences an understanding of the dynamics of social interaction

AN UNDERSTANDING OF THE EFFECTS OF SOCIAL AND AGENCY POLICY ON SOCIAL WORK PRACTICE THROUGH ACTIVITIES IN THE FIELD SETTING

- ⇒ Demonstrates knowledge of agency programs.
- ⇒ Demonstrates knowledge of organizational structure.
- ⇒ Reads policy and service manuals with clients and services in mind.
- ⇒ Negotiates for services on behalf of clients when indicated.
- ⇒ Utilizes basic community organizational skills to empower groups to work toward change.
- ⇒ Supports changes in policies and practices to ensure availability of services to clients
- ⇒ Understands the function of legal processes to obtain needed resources and services for clients

Use Of Research Techniques In Relation To Personal Practice And Agency Evaluation In The Field Setting

- ⇒ Actively participates in literature reviews and research for the purpose of furthering effectiveness in the field.
- ⇒ Actively participates in conducting surveys with individuals, families,
- ⇒ Groups, organizations, and communities.
- ⇒ Gathers, analyzes and organizes systematic statistical data needed for program planning and evaluation.
- ⇒ Reviews research studies oriented toward social work practice.
- ⇒ Establishes behaviorally stated case goals to facilitate the measurement of worker effectiveness.

UNDERSTANDING OF PATTERNS, DYNAMICS AND CONSEQUENCES OF DISCRIMINATION AND OPPRESSION FOR POPULATIONS-AT-RISK AND THE ABILITY TO USE A VARIETY OF SKILLS FOR FURTHER ACHIEVEMENT OF SOCIAL AND ECONOMIC JUSTICE FOR CLIENTS OF VARYING SIZES AND DIVERSITIES THROUGH WORK IN THE PRACTICE SETTING

- ⇒ Advocates for the needs of special populations.

- ⇒ Recognizes behaviors and attitudes that may reflect past experiences that oppressed groups have had with social agencies.
- ⇒ Assists clients in developing action plans to ensure social and economic justice and provides support and encouragement.
- ⇒ Mobilizes resources needed by special populations to ensure equity in services and opportunities.
- ⇒ Assists with the expansion and/or development of services for a particular population-at-risk.

APPROPRIATE USE OF SELF, SUPERVISION, AND CONSULTATION OF A VARIETY OF SOCIAL WORK ROLES THROUGH ACTIVITIES AND ASSIGNMENTS IN THE FIELD SETTING

- ⇒ Works productively with colleagues.
- ⇒ Works with relevant individuals, groups, organizations, to facilitate changes for clients
- ⇒ Is on time for appointments.
- ⇒ Completes assignments on time.
- ⇒ Shows responsibility for work coverage (calls when sick, etc.)
- ⇒ Can distinguish supervisory relationship from personal relationship.
- ⇒ Demonstrates ability to minimize stress and frustration effectively.
- ⇒ Understands oneself as a growing and changing person with current strengths and weaknesses, and a personal set of values.
- ⇒ Demonstrates accountability to client systems (keeps appointments, follows through on plans, etc.).
- ⇒ Negotiates on behalf of clients when necessary.

KNOWLEDGE OF SOCIAL WORK HISTORY AS IT RELATES TO THE PRACTICE SETTING THROUGH ACTIVITIES AND ASSIGNMENTS IN THE FIELD SETTING

- ⇒ Demonstrates an understanding of agency history, philosophy, and funding.
- ⇒ Demonstrates an understanding and appreciation of the influence of the Christian belief on the history, philosophy, and values of the social work profession.
- ⇒ Demonstrates a commitment to the philosophy, values, and skills of the social work profession.

ABILITY TO PUT INTO PRACTICE WITHIN AN AGENCY SETTING THE VALUES, KNOWLEDGE, SKILLS AND COGNITIVE/AFFECTIVE PROCESSES LEARNED IN THE CLASSROOM AND, WITH SUPERVISION, INFORM THE AGENCY ABOUT IMPLICATIONS FOR ORGANIZATIONAL CHANGE

- ⇒ Demonstrates ability to reflect on performance by engaging in constructive self-evaluation to determine strengths and weaknesses.
- ⇒ Seeks feedback and critique regarding own work. Assumes responsibility for learning by asking for help from supervisor or other staff when needed.
- ⇒ Evidences ability to apply skills, knowledge and values necessary for effective generalist practice in a variety of contexts.

- ⇒ Understands the purposes, the policies, and the total services of the agency, including ways in which purposes and policies are modified or changed.
- ⇒ Attends agency in-service training programs and workshops.
- ⇒ Reads resources suggested by the supervisor.
- ⇒ Uses supervision to identify skills needing further development.
- ⇒ Applies research skills to practice and agency function and evidences ability to effectively communicate findings to improve service delivery to a variety of client systems.
- ⇒ Represents the agency positively, giving accurate information with regard to its services and those who are eligible for its services.
- ⇒ Handles information confidentially
- ⇒ Understands the reasons for the impact of ethnicity, racism, sexism, and ageism upon behavior and organizational procedures/policies.
- ⇒ Understands the agency's plans to change procedures that discriminate against specific client populations, and how resources are mobilized to enable change to occur.
- ⇒ Identifies other human service systems and understands interrelationships among such systems in the delivery of services to the community.

NINE CORE COMPETENCIES REQUIRED BY COUNCIL ON SOCIAL WORK EDUCATION (2022 EPAS)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the

role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social

workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Engage in Policy Practice Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse

clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing

evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Chapter 2

The Field Placement Process

APPLICATION

The field placement process begins with the student's application for field work. It is the responsibility of the Director of Field Education to provide field placement resources. A student with a particular interest in a new agency may discuss the agency with the Director of Field Education. The Director of Field Education will assess the agency to determine if it meets the criteria outlined in the Field Education Manual. Students must keep in mind the time required for approval and that final responsibility for approval lies with the Director of Field Education. Students are required to submit an online application for the field practicum in conjunction with the Social Work Senior Seminar class (reference copy of Field Education Application located in Appendix 1 of this manual). This course is offered the semester prior to the student's field placement. Students with interest in specific placements with admission time frames must keep the deadline dates in mind.

The Director of Field Education will verify eligibility for field placement. Students are eligible for Field Placement (SWK 497) when they have met the following criteria:

1. Admission to the Social Work Program
2. Completion of application to field placement.
3. All appropriate course work must be completed.
4. Grade point average of 2.5 in Social Work program professional courses.
5. Demonstrated required academic and professional standards.

STUDENT EMPLOYMENT AND FIELD PLACEMENTS

It is not the practice of Freed-Hardeman's Social Work Program to approve field placements at student's places of employment. However, students who wish to use their employment location as a placement must submit a written request using the Request for Field Placement in Work Site Location Form (reference copy of Request for Field Placement Work Site Location Form located in Appendix 4 of this manual). Approval of such a request requires deliberation by the Director of Field Education and agencies that are involved. The integrity of the student role is paramount in the final decision. Students must demonstrate that employment responsibilities and assignments are separate and distinct from field assignments and that safeguards are in place to protect the integrity of the practicum as a learning experience. The student, the field instructor, and the Director of Field Education must sign the request. In the rare instance an employment placement is granted the following criteria must be met:

- Students are current employees in an agency and the practicum is within the time frame of their hours of employment.
- The practicum experience is in addition to student's employment hours.
- The employment situation is stable enough to bear the challenges of the practicum.
- The practicum experience should not be interrupted or ended due to job related problems.
- The practicum assignments will differ from student's regular duties of the job and must reflect the learning needs of students.
- Release time for the practicum activities and instruction must be guaranteed.
- If students are in a paid practicum, students will be given assignments that are appropriate to students, not an employee. Fifty percent of the practicum should be related to practice. Students must have at least one hour of field instruction supervision weekly.
- A student's schedule will take into consideration time for field activities that are educationally focused including staff meetings, case conferences, educational

community events, school meetings related to the field practicum, etc.

- The field instructor will have sufficient time in his or her schedule to carry out the responsibilities involved in providing a learning experience for students.

ASSIGNMENT

The assignment of a student to field placement is a student/faculty guided process designed to meet the student's professional growth needs. In order to ensure compatibility between student and agency needs, students are required to:

1. Meet with the Director of Field Education to discuss the field placement process and ask any questions related to the Field Education Manual which is continually accessible on the Social Work Program's website.
2. Coordinate with the Director of Field Education regarding potential placements and receive final approval for an agency placement prior to accepting a placement.
3. Interview with any potential agency to ensure a proper fit between the student and the agency.
4. Attend a fieldwork orientation meeting prior to beginning a practicum placement..
5. Adhere to the timetable described in this manual.

Students will meet with the Director of Field Education in order for students to have an opportunity to ask questions about the process of selection as well as to ask questions related to the Field Education Manual. Students select an agency they are interested in pursuing as a possible placement, either from a list of pre-approved agencies or a new agency that meets the requirements to act as a placement. This potential setting will be discussed with the Director of Field Education who will either begin contact with the agencies or have the student contact the agency directly. The student is also required to interview with any potential agency. In the event that more than one student selects a particular agency, the final decision for placement will be made by the agency following an interview with potential students. The agencies are then contacted by the Director of Field Education to determine which student(s) they are interested in and their preferences. The Director of Field Education will make the final assignment with consideration for agency and student preferences. Once an agency has been

identified, an affiliation agreement will be completed between the Field Education Program, the Agency, and the student (reference copy of the Affiliation Agreement with Roles and Responsibilities Form located in Appendix 2 of this manual).

ORIENTATION

A group orientation session will be conducted by the Director of Field Education and/or by faculty liaisons. The orientation will be conducted before the first day that students report to their agencies. The orientation will cover the purposes, requirements, and objectives for field placement. Students will receive all appropriate guidelines and materials for attaining learning objectives. Additionally, special attention will be devoted to journal writing and process recordings.

Orientation to the specific agency and its clients is the responsibility of the agency field instructor. A variety of social service agencies participate with the college in the field experience. Although there are differences in agency purposes, function, and operational methods, the university and the agencies have agreed on a general format for carrying out the learning experiences for the students to ensure the opportunity to apply and integrate academic content and to develop those skills identified and required of a beginning social work practitioner. In the orientation process the student is introduced to the staff and his/her practicum assignments are discussed. The student is provided with an overall plan for the field experience including how the time is to be spent in the agency and his/her role. There is an in-depth discussion of the organization and structure of the agency, the philosophy and objectives of the agency, its financing or sponsorship and community resources. The discussion also focuses on the nature and function of the supervisor-student relationship, the process of selection and assignment of field activities, and the evaluation of the student.

Students are placed in a wide-range of agencies and are engaged in providing services that include the more traditional approaches. Their practicum activities include assessment, formulation of goals, implementation of the goals and evaluation of outcomes. In the process,

students have the opportunity to complete intakes, social histories, group and community assessments, policy analyses and research designs. They are also involved with assisting community resources and are involved in intervening with community groups and organizations on behalf of individuals and families with regard to problems in interpersonal relationships. With the help of agency supervision, students learn to identify problems in the context of their client system and the larger systems that are impinging on them.

Learning Plan

Following the guidelines suggested in the Field Education Manual, students begin to prepare their learning plan. This learning plan is designed to be an important guide for the field instruction experience and is a joint effort of the student and field instructor. It helps the student and field instructor define what the student will learn and, consequently, the specific experiences that will be part of the placement. The learning plan provides the overall structure for the placement and forms the basis for evaluation and monitoring throughout the field placement. The Director of Field Education/faculty liaison reviews the completed plan to ensure that it includes plans for attaining the Specific Educational Outcomes of the Social Work Program. It should be considered a working document that is subject to review/revision as a part of ongoing supervisory conferences. A reference copy of the BSW Field Learning Plan with Midterm and Final Evaluation Form is located in Appendix 7 of this manual

The learning plan should follow the student's orientation to the agency. It should, therefore, be negotiated and formalized between 80-120 hours into the placement. The learning plan goals are based on the Specific Educational Outcomes of the Social Work Program.

CLOCK HOUR REQUIREMENTS

Field Placement (SWK. 497) is a full semester course or the equivalent of two full summer sessions (10 weeks), depending on the semester the student elects to do the placement.

Field placement requires 400 clock hours in the agency, rounding time is not permissible. The typical semester arrangement is 40 hours a week at the agency. The typical summer arrangement is 40 hours a week (five full days) at the agency.

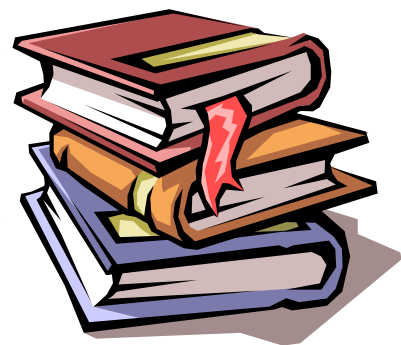


In the case of lost hours because of holidays, health reasons, inclement weather, transportation problems, etc. students are expected to make up these hours to the satisfaction of field instructors and Director of Field Education and/or the faculty liaison. Attendance at a training seminar, workshop, conference, as well as library research is subject to the approval of the field instructor. Transportation time to and from the agency is not considered part of the learning time. The student is required to take a minimum of a 30-minute lunch break each scheduled workday. This is not considered part of the learning time. In the event a student completes a “working-lunch”, the student will be allowed to count the time worked during the lunch break through a “working-lunch” break will need to be indicated on the timesheet utilized by the Field Education Program.

JOURNAL

WHAT IS IT?

The journal is an ongoing record of YOUR OWN exploration of your thoughts and feelings about your field experience with the clientele, colleagues, supervision and collateral contacts during your practicum. It is not just a time log or a simple description of practicum or program activities.



WHY IS IT?

Your continually increasing knowledge, values and skills are the essential "tools" of your work. Therefore, personal reflection and growth on the basis of that reflection is a vital element to professional preparation. Your journal entries should help you:

1. Maintain a focus on the priorities you have established.
2. Do some innovative thinking, clarify insights, raise new ideas, test new ideas, raise new questions and further develop your identity as a social worker.
3. Document the seriousness with which you approach your own professional development.
4. Include a self-assessment of your progress as a developing social worker.

ON THE HOW TO:

1. Date each entry along with the day.
2. Protect the confidential identity of clients in all journal entries.
3. Set down your own experiences and your feelings about them. Relate these to readings and/or supervisory feedback, staff or special meeting information.
4. Stay sensitive to the ideas and experiences of others, especially those that differ from your own due to ethnic, cultural or experience background.
5. Permit your ideas to "flow." You may even appear to ramble a bit to free-associate ideas that come to you about the work and reading you are doing.
6. Attempt to refrain from labeling or prejudging a person or a situation.
7. Learn to depend upon your own expanding professional knowledge, values and skills, but do not be afraid of constructive criticism for yourself or others.
8. Yet, keep an open mind. Utilize various concepts, principles, theories, methods and supervisory feedback as you try to understand how best to work within the agency structure, the social agency network and varied client populations.
9. Work hard toward the development of your very own most personal sense of self-identity and appreciation of how social work values are applied in practice

circumstances and a self-assessment of your own strengths and limitations in the social work role.

EVALUATION GUIDELINES FOR JOURNAL

Your journal is to be used for: 1) your own professional growth; 2) the use of university faculty as a part of the overall grade assessment process.

More concern will be placed on documentation of your professional growth than on order, symmetry, depth and scope of your journal efforts. The events of a particular day in a given agency will shape the focus of your writings, so the journal is not necessarily a standardized report. As you can see, a passing practicum grade requires more than a simple accumulation of clock hours. It should show some connections between the abstract (knowledge base and learning) and the concrete (the doing of the daily work). It should reveal your ability to work spontaneously with ideas and other human beings and to question assumptions (including your own). It should be a written record of your own critical scrutiny of your own work, which lays out the course of your own professional development. There is no right or wrong information to put into your journal about your experiences. You will be assessed on your ability to critically analyze your own ideas, feelings and behavior as these relate to social work theories, concepts, values, practice skills and wisdom as expressed in your course work, supervision, current reading and other professional self-development practices. Your journal is prepared for you and the Director of Field Education/ faculty liaison. The faculty will not share your log with placement agency personnel if you so desire.

Evaluation and Grading

Evaluation should be an on-going part of the field experience. The Director of Field Education and/or faculty liaison as well as the field instructor should keep the student informed of their progress through student conferences and supervision sessions as well as feedback on process recordings and journal entries. Two formal

evaluations will be conducted: a mid-term and a final evaluation. The purpose of these formal evaluations is to examine strengths and weaknesses, accomplishments, state of development, and directions for future professional growth. Evaluation is a mutual process and students are expected to participate actively in the evaluation conference, for evaluation is done with, not to a student.

Each of the evaluation conferences with the Director of Field Education and/or faculty liaison present must be preceded by an evaluation conference between the field instructor and the student. The evaluation conference will be guided by the learning plan and will involve assessment of the degree of attainment of the competencies described on the evaluation form (a reference copy of the BSW Field Learning Plan with Midterm and Final Evaluation Form is included in Appendix 7 of this manual). Evaluations are based on the student's, field instructor's, and Director of Field Education's and/or faculty liaison's input.

The final grade for Field Practicum (SWK 497) will be determined by the Director of Field Education and/or faculty liaison based on recommendations by the field instructor.

A specific listing of the grade factors and weights given to those factors can be found in the course syllabus for Field Placement (SWK 497).

In the event a student is unable to complete their required 400 hours within the designed semester, a student may request to extend their practicum into the subsequent semester. The request for an extension will be reviewed by the Director of Field Education and the Social Work Program Director in order to determine the nature and feasibility of the request. If approved, the student will develop a plan for completion with the Director of Field Education (or Field Liaison) in order to ensure the remaining hours will be completed within a reasonable amount of time. In the event a student is unable to complete the required 400 hours within the designed semester due to factors within the student's control (i.e. circumstances that do not qualify as being emergent and/or unplanned per course policy), the student may receive a reduction in the recommended grade regarding their performance in the field as

determined by the late submission policy for the course.

NOTIFICATION OF DEFICIENCY

If a deficiency in performance in the practicum course is identified by the field instructor; the Director of Field Education, after discussion with the above parties and the Director of the Social Work Program, will notify the student in writing of his/her deficiency and likelihood of failure to complete the course. The student will be offered the opportunity to withdraw. If the student accepts this option, readmission and reassignment will be subject to approval of the Social Work Faculty as well as the availability of an alternative placement. If the student is permitted by the Social Work Faculty to re-enroll in Social Work 497, he or she is required to repeat the total minimum clock hours. If the student decides to continue the course, and the agency agrees, the student will receive the continued assistance of the field instructor and faculty liaison and will be graded upon demonstrated performance.

Any student who believes that he or she has been unfairly graded must follow the University appeal procedures outlined in the *Freed-Hardeman University Student Handbook and the Freed-Hardeman University Academic Catalog*.

TERMINATION

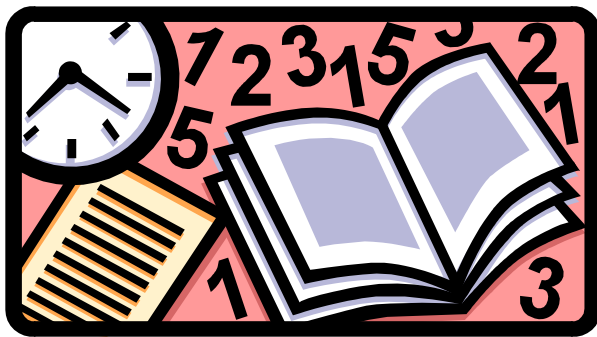
Students are responsible for notifying the field instructor regarding the anticipated date when the field experience will be completed. Students should determine their last day in placement and communicate this to the field instructor and Director of Field Education and/or faculty liaison in writing two weeks prior to the anticipated date.

Chapter 3

Faculty, Field Instructor, and Student Roles and Responsibilities

THE EDUCATIONAL ROLE OF THE FIELD INSTRUCTOR

Field instructors are primarily responsible in Field Placement for the demanding task of educating student social workers. This instruction requires much thought, planning and creativity. Field instruction may include a combination of individual tutorial conferences, consultation, group and peer supervision, agency staff meetings, and in-service training. These



teaching methods are based on the individual teaching styles of the field instructor, the individual learning styles of the student, and the needs and demands of the agency. Assignments are frequently influenced by the service demands of the agency. Field

instructors are encouraged to provide opportunities to help students move toward increasing autonomy as learners, to develop accountability as professional social workers, and to take responsibility for their own learning. Throughout the learning process, the field instructor is responsible for:

1. Having regular weekly supervisory conferences with the student.
2. Being available to the student for informal consultation regarding difficult situations;
3. Informing the Director of Field Education/faculty liaison of serious blockages to learning.

In order to enrich the learning of the student, field instructors will participate in

trainings, as applicable, that are sponsored by the Freed-Hardeman University Social Work Program and to become familiar with the social work curriculum.

Field instructors are also encouraged to share their experience by being special guest lecturers in the classroom.

CRITERIA FOR AGENCIES AND FIELD INSTRUCTORS SUPERVISING STUDENTS

The importance of an appropriate field setting cannot be overemphasized for it is in this context that a student seeks to fulfill experiential learning needs, develop practice skills and develop their personal model of practice. Without the cooperation of field agencies, the Social Work Program would be unable to meet its educational goals and fulfill its mission.

The Director of Field Education approves all agencies for field placement and maintains a list of approved sites.

While the Freed-Hardeman University Social Program seeks out agencies that represent a diversity, of service populations, philosophies, and methods of intervention, the following general standards are assumed in the selection and approval of agency sites.

1. The agency must have a philosophy, standards, and policies compatible with the educational goals of the program and the values and ethics of the social work profession.
2. The agency must allow the students the opportunity to participate in direct service activities and indirect (macro) service activities.
3. The agency must be within reasonable commuting distance of Freed-Hardeman University, but students may request exceptions for appropriate reasons (i.e., job transfer of spouse; etc.).
4. The agency must be willing to allow student accessibility to organizational resources and activities, and it must provide a broad range of learning opportunities to fulfill placement objectives (client contact, staff meetings, in-service training, etc.).

5. The agency must be willing to provide sufficient time for agency instructors to carry out their responsibilities for field instruction and release time to participate in school meetings.
6. The agency must be in basic agreement with the educational methods and plan of field instruction as developed by the Social Work Program.

The field experiences of a student in an agency are expected to be inclusive of the curriculum foundation areas. The field placement of a student in an agency is a broad based learning experience and the agency instructor is a key person in the teaching and promoting of this theory-practice integration.

In order to meet the challenges of educating social work students and to meet the requirements of the Council on Social Work Education Accreditation Standards and Curriculum Policy Statement, the field instructor must:

1. Want to supervise a student.
2. Have positive feelings toward social work students and education as a process.
3. Be willing and able to not only identify student's strengths but their weaknesses and offer constructive criticism. The instructor must have a willingness to work with difficult as well as outstanding students.
4. Make time available for a required online training prior to the beginning of the practicum placement, orientation sessions, the evaluative conferences, paperwork, and ongoing contact with the student.
5. Should have a degree in social work, either at the baccalaureate or graduate level.
6. Have worked post-graduation for at least two years in a social-work related field.
7. Have an interest in and potential for teaching.

AGENCY/ UNIVERSITY/STUDENT RELATIONSHIPS AND RESPONSIBILITIES

The field placement process involves three key people, each carrying out the responsibilities necessary to bring together social work knowledge, values and skills as a vital

part of preparing the student for beginning social work practice. Within the three-way process, there are special relationships between the student, field instructor, and Director of Field Education and/or faculty liaison.

The supervisory relationship that develops between the student and field instructor is crucial to the learning process. This relationship can affect the progress of the student and the fulfillment of mutual responsibilities that are described below. The Director of Field Education and/or faculty liaison is available to help field instructors and students explore these relationships and work toward resolution of any problems that may arise within the supervisory relationship.

An important step in developing productive relationships is understanding the mutual responsibilities of the student, field instructor, and Director of Field Education and/or faculty liaison.

THE ROLE OF STUDENT AS LEARNER

The Program differentiates the role of an employee from a field placement student. There are similarities, such as participation in orientation sessions, compliance with agency rules and regulations, and engagement in training activities and performance of some required tasks. However, there is a fundamental difference between an employee and a student. A student is in the setting as a designated “learner.” This role ensures a climate that supports continued learning activities and the development of professional competencies. The supervision of a student is different from the supervision of an employee. The student is guided to apply theory to practice, develop critical thinking, and process feelings related to clients and work. The primary focus is on continued education as opposed to productivity. Students are not employees.

STUDENT RESPONSIBILITIES

The student is responsible for the following:

1. Reading and becoming familiar with the Field Education Manual and assuming responsibility for its contents;
2. Completing all registration, orientation and selection procedures in order to obtain a placement;
3. Performing in a responsible and professional manner by keeping commitments to the agency, field instructor, clients, and faculty liaison;
4. Arrangement of academic or personal schedule so that the hours required by field placement can be completed;
5. Taking initiative in seeking advice, consultation or help from the field instructor and faculty liaison;
6. Notifying the field instructor of unavoidable absences and tardiness in advance, as is expected within the agency;
7. Completing work assigned by the field instructor and being accountable for completing all fieldwork assignments within specified deadlines;
8. Abiding by agency policies and procedures;
9. Applying principles of social work learned in the classroom to the field experience and striving to improve skills through self-evaluation;
10. Learning and applying the ethics of the social work profession at all times;
11. Preparing the learning plan and evaluation reports;
12. Completing all fieldwork requirements (see Field Practicum Syllabus) within the specified time frame;
13. Completing agency records and returning agency property at termination;
14. Maintaining a record of time completed daily in the practicum.

FIELD INSTRUCTOR RESPONSIBILITIES

The Field Instructor is responsible for:

1. Arranging for student orientation at the beginning of field placement;
2. Providing on-going supervision sessions for the students;
3. Providing instruction in agency recording requirements and other agency policies and procedures;
4. Providing a stimulus for students to be involved in program planning, relevant community and professional events, and suggesting appropriate reading materials;
5. Providing practice experiences, assisting students in goal attainment, and providing feedback;
6. Assisting in evaluation, both orally and in writing at the mid-term and final evaluation sessions with the students as well as with students' process recordings.
7. Participation in developing individualized learning plan with the student;
8. Completing a required online training prior to the beginning of the practicum placement, orientation sessions, educational seminars, and/or workshops sponsored by the Freed-Hardeman University Social Work Program (if applicable);
9. Becoming familiar with the social work curriculum;
10. Submitting university forms as needed for evaluation and reporting.
11. A formal agreement between the university and agency must be signed in order to place students in the agency.

DIRECTOR OF FIELD EDUCATION RESPONSIBILITIES

The Social Work Program Director of Field Education is a full-time social work facility member who has the overall responsibility for the administration and coordination of the field placement program in order to monitor and ensure the quality of the field experience.

Specific responsibilities of the Director of Field Education in regards to field placement include:

1. Interviewing all students approved for field placement. Managing the application, selection and placement process for each student.
2. Ensuring that each student's placement has a social work focus and is structured in accordance with program goals and objectives.
3. Meeting regularly with the Social Work Program Director to keep the Director informed of the status and functioning of the field practicum.
4. Conducting Social Work Field Seminar in the fall and spring semesters (a faculty field liaison will conduct Social Work Field Seminar in the summer semester, as needed).

DIRECTOR OF FIELD EDUCATION/FACULTY LIAISON RESPONSIBILITIES

In addition to the Director of Field Education, other social work faculty may serve as a field liaison on an as-needed basis in order to provide field direction with the purpose of monitoring and ensuring the quality of the field experience.

Specific responsibilities for field direction include:

1. Conducting student conferences.
2. Engaging in the following activities: weekly feedback and grading of student field journals, grading of all assignments due for Social Work 497, maintain contact with the agency field instructor at a minimum of three times (once at the beginning of Social Work 497 to develop the learning plan, once at mid-term for Social Work 497 and once at the end of Social Work 497 for the final evaluation).
3. Conveying and reinforcing the standards and expectations for the field instruction program to placement agencies: distribute calendars for field instruction, field manuals.

4. Being accessible to the field agency on an as needed basis.
5. Ongoing communication with all field agencies approved for field placements, recruitment of new agencies, updating agency forms to reflect changes in staffing and service.
6. Ongoing accessibility for consultation and problem solving with field instructors.
7. Solicitation of feedback about field curriculum and the program from agency supervisors.
8. Organizing training seminar for agency field instructors with the help of other social work faculty.
9. Holding orientation meetings for students prior to placement.
10. Assigning the final grade for Social Work 497 with input from the agency filed instructor.

TASK INSTRUCTOR RESPONSIBILITIES-IF APPLICABLE

A task instructor from the agency may be designated in the following situations:

1. A field instructor from the agency is unable to provide the day-to day oversight required by the internship but is able to provide the overall supervision portion of the internship.

OR

2. A field instructor from the agency is not available to provide supervision but a field instructor from outside the agency has been identified and approved by the Director of Field Education to provide the overall supervisor portion of the internship in collaboration with the designated task instructor from the agency.

In either scenario, the field instructor will be responsible for the overall supervision of the student and the task instructor will be responsible for the day-to-day oversight of the student. The field instructor and the task instructor will collaborate on a regular basis regarding the progress of the student. The field instructor will complete/approve the learning plan, course evaluations, and timesheet with the assistance of the task instructor. The task instructor is also required to complete the required online training prior to the beginning of the practicum placement,

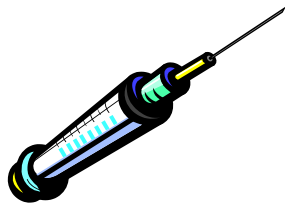
Chapter 4

General Policies



HOLIDAYS: Students are entitled to all scheduled holidays and breaks recognized by the university. However, the student and the field instructor have the responsibility to negotiate such absences within the context of the student's professional responsibilities to the agency and its clients.

ABSENCES: If unable to report for field placement on a scheduled day because of illness or other reasons, the student is expected to notify the field instructor within the first regularly scheduled hour of work or earlier. Leave for personal reasons must be arranged in advance between the field instructor and the student. All absences should be brought to the attention of the Director of Field Education/faculty liaison.



ATTENDANCE AT CONFERENCES: Attendance at



conferences and workshops is accepted as a legitimate part of the field experience when such attendance is a planned part of the student's educational experience and is relevant to the services provided by the student within the agency. Such approved attendance may be counted toward the clock-hour requirement of the practicum only to the extent of time actually spent in conference sessions (transportation, free time and overnight excluded). Agencies are not obliged to assume costs connected with student attendance at conferences. They may do so, however, if provided for by agency policy or custom. FHU is unable to assume responsibility for such costs. Field Instructors must be informed of your attendance at these conferences.

TRANSPORTATION: Each student in a practicum assumes responsibility for costs of transportation to and from the location of the assigned agency. Reimbursement by the agency for transportation while the student is acting as a representative of the agency is determined by individual agency policy. Policies in this regard should be made known to the Director of Field Education/Faculty Liaison and discussed with the student at the time of the placement conference/interview. The student and the agency representative should determine whether automobile liability insurance carriers involved would insure student travel. Both should have adequate coverage. It is strongly recommended that students not provide transportation for clients of the agency (especially minors) unless fully and adequately covered by agency liability insurance.



PROFESSIONAL LIABILITY INSURANCE: While the risk is relatively small, the student and the agency should recognize the possibility of lawsuit in a case where a student is involved even though the suit may not involve the student directly. The social work program



has determined that sufficient risk is present to require malpractice insurance of all undergraduate practicum students. In any and all cases, it is the responsibility of the student to pay the cost of the insurance. FHU is unable to cover such costs for students. In some cases, agencies may be able to include students (who are their employees) under their “blanket policy”. Some agencies may require students (employee or not) to obtain such

insurance. Students should provide a copy of the document of liability insurance to the social work office to be placed in your student file.

STUDENT SAFETY POLICY: The program recognizes that unsafe behaviors in an agency, a community, or a client's home can create potential dangers to professional social workers and students. In order to remain safe while practicing within the field, the worker/student must first realize there are potential dangers when working within the social work profession. Once this realization is in place, the worker/student must then follow certain safety procedures or protocols in order to safely practice within the field.

To aid in this process, the following policy standards and procedures were created to assist the student (and soon to be professional social worker) while working within the field:

A) The Director of Field Education (or faculty liaison) will address safety in the field practicum in the Senior Social Work Seminar class in preparation for student's entrance into the placement. In light of the emergency situations like the COVID-19 pandemic, each student is also required to read and sign the Field Education COVID Response Plan (reference copy of the Field Education COVID Response Plan located in Appendix 5 of this manual) prior to the start of field placement. The Social Work Program will also provide field instructors and faculty liaisons with general written information regarding student safety while in the field placement as well as confirm adequate safety plans are in place at each agency in response to the COVID pandemic prior to students beginning field placement.

B) The Social Work Program holds each agency responsible for orienting practicum students to the safety policies and procedures of that agency and setting. To assist with this process, a Safety in the Field Practicum Checklist was developed that explores safety in the practicum agency, community, and client's homes as well as student self-care and boundaries. In addition, an addendum was created to the Safety in the Field Practicum Checklist that addresses safety procedures of the agency related to COVID. The field instructor and student will review the Field Practicum Checklist within the first 40 hours of the practicum and sign as proof of their understanding of safety in the field practicum specific to the agency via the

Safety in Field Practicum Checklist. A reference copy of the Safety in the Field Practicum Checklist is located in Appendix 6 of this manual.

C) Each student will purchase practicum insurance prior to beginning the placement. However, it is recognized that students from the University could or might become entitled to benefits or damages from the University or agency, and to the extent that such liabilities could or might exist, each party shall indemnify or hold harmless each other in the event, and to the extent, such contingency shall occur.

D) Protocols for the student to follow in the event of a safety concern should be reviewed at the beginning of the placement with ample opportunity for questions and discussion as needed. If a student feels his or her personal safety (emotional or physical wellbeing) is at risk during the placement, the student should address this concern with the field supervisor and seek assistance or reassignment. Accommodations for student safety is paramount and should be addressed similarly to that of other agency employees. If a student's concerns about safety interfere with the learning process, the Director of Field Education/faculty liaison should be contacted by the field instructor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

E) If a student is personally threatened or physically harmed, it is the student's responsibility to notify the field instructor immediately. The field instructor or designated agency representative should then contact the Director of Field Education/faculty liaison immediately to discuss what actions the agency and University should take to ensure the student's physical and emotional well-being in the wake of the incident.

The incident will be documented by the students, the field instructor, and the Director of Field Education/faculty liaison along with the action steps taken to address the safety concern which will be determined by the individual situation, the nature of the setting, etc.

Prior to returning to the practicum after physical harm has transpired, the student will meet with the field instructor and Director of Field Education/faculty liaison to assess the student's readiness to return to the field, and any other issues relevant to the situation. Regular

communication about safety concerns will continue to be addressed throughout the placement with the field instructor.

A full report of the incident and plan of action will be presented to the Social Work Program Director, Chair of the Department, and Dean as needed.

USE OF AGENCY MATERIAL FOR CLASS ASSIGNMENTS:

Throughout the curriculum students become well trained in the need for confidentiality and professional ethical standards. Students may be given class assignments, which require the use of material from or about the field placement agency and its clients. It is expected that field instructors will discuss with the students the appropriate use of such material. The right of the agency to review such reports, however, does not include the right to edit, censor or otherwise limit the student's valid exercise of academic inquiry and expression (the only exception to this is in matters dealing directly with client confidentiality). The agency may properly use its right of examination as an opportunity to present new facts or alternative views to the student or to attach comments to the report.



ACADEMIC CREDIT FOR PRIOR EXPERIENCES: No academic credit will be given for prior life and/or work experiences.

PRACTICUM ENROLLMENT RESTRICTIONS: Only students who have been admitted to the Social Work Bachelor Program and accepted for practicum will be eligible to enroll in the field practicum courses. For further information on admissions criteria into the Social Work Bachelor's Program, see the *FREED HARDEMAN UNIVERSITY SOCIAL WORK PROGRAM STUDENT HANDBOOK*.

TRANSFER OF CREDIT AND PROFICIENCY EXAM POLICY: Students may not receive credit by proficiency exam for practicum courses. Transfer of credit from unaccredited

programs is not allowed for upper division (300 level and above) courses, including field practicum course. Transfer of credits from programs accredited by CSWE will be determined on a course by course basis as evaluated for equivalency by the BSW Program Coordinator, the Director of Field Education, and faculty. Transfer of credit for Introduction to Social Work) is allowed by transfer agreement with select community colleges

STUDENT EVALUATION OF FIELD PRACTICUM: Students will have an opportunity to evaluate the field practicum experience as well as the FHU Social Work Program upon completion of the field practicum experience. A reference copy of the evaluation is included in Appendix 8 of this manual.

FIELD INSTRUCTOR'S EVALUATION OF FIELD PRACTICUM: Agency field instructors will also have an opportunity to evaluate the field practicum at the completion of a student's practicum. A reference copy of this evaluation is located in Appendix 9 of this manual.

STUDENT RIGHTS: The usual order of a student/agency problem is for it to be discussed with the field Instructor, faculty liaison and then the Director of Field Education. If unable to resolve, see *FREED HARDEMAN UNIVERSITY SOCIAL WORK PROGRAM STUDENT HANDBOOK*



CONFIDENTIALITY: The FHU Social Work Program emphasizes confidentiality and professional ethical standards in practice throughout the curriculum. All students have agreed to abide by the NASW Code of Ethics prior to being admitted to the program.

CODE OF CONDUCT: Students must sign an agreement to display conduct in keeping with the ethical standards established by the NASW Code of Ethics (reference copy of the Code of Conduct is located in Appendix 3 of this manual).

Field Education Application

FREED-HARDEMAN UNIVERSITY SOCIAL WORK PRACTICUM APPLICATION

In order to be considered for admittance into the Field Education Program, each student is required to complete the following application form along with three letters of recommendation. The application process must be completed prior to students being approved to coordinate with potential agencies.

NAME: _____ Sex: M _____ F _____

Overall G.P.A. _____ Major GPA: _____

UNIVERSITY ADDRESS:

HOME ADDRESS:

ADDRESS DURING FIELD EDUCATION SEMESTER:

PHONE NUMBER: _____

For your phone number, is call or text the best method of contact? _____

Semester of Practicum:

Fall _____

Spring _____

Summer _____

Year of Practicum: _____

University Status during the Field Education Semester:

Junior _____

Senior _____

Other _____

Indicate below the Social Work courses you will have completed by the time your practicum experience begins:

- | | |
|---|--|
| <input type="checkbox"/> SWK 150: Introduction to Social Work | <input type="checkbox"/> SWK 260: Careers in Social Work |
| <input type="checkbox"/> PSY 210: General Psychology | <input type="checkbox"/> SWK 265: Professional Communication in Social Work |
| <input type="checkbox"/> POL 231: American Government | <input type="checkbox"/> SWK 351: Social Work Practice with Individuals and Families |
| <input type="checkbox"/> SOC 241: General Sociology | <input type="checkbox"/> SWK 352: Social Work Practice with Groups, Organizations, and Communities |
| <input type="checkbox"/> SWK 250: Foundations of Social Work Practice | <input type="checkbox"/> SWK 361: Social Welfare Policies and Services I |
| <input type="checkbox"/> SWK 251: HBSE I: Childhood and Adolescence | <input type="checkbox"/> SWK 362: Social Welfare Policies and Services II |
| <input type="checkbox"/> SWK 252: HBSE II: Adulthood and Aging | |

- SWK 405: Methods of Social and Behavioral Research I
- SWK 406: Methods of Social and Behavioral Research II
- SOC 445: Ethnic Cultures
- SWK 450: Intervention with Populations at Risk
- SWK 454: Seminar in Social Work Practice

Indicate course taken in related fields of study (Sociology, Psychology, etc.):

Will you have access to transportation during your practicum semester?

Yes ___ No ___

Do you have a current driver's license?

Yes ___ No ___

Indicate any previous social work experience and/or related work experience in which you have participated.

List your work experience (include dates).

Briefly explain your career plans.

List your top three areas of interest in relation to a potential Field Education area (substance abuse, elderly, etc.)

List your top three preferred geographical areas in relation to your Field Education site (Jackson, Nashville, etc.)

Do you have a specific agency of interest?

Yes___ No___

If "yes" was replied to the previous question, which agency is of interest and do you have a point of contact?

List your hobbies and/or special interests.

References:

Each student will be responsible for providing their selected references with a link to the online reference form provided by the instructor as well as confirming the online reference form was completed for each of the three references.

Name of Reference #1:

Name of Reference #2:

Name of Reference #3:

Interviews:

Each student will be responsible for conducting a minimum of three interviews with individuals currently employed at three distinct direct service agency that are being considered by the student as a potential field instructor within a potential practicum placement. These individuals must hold a social work degree (BSW, MSW, DSW and/or PhD) and have worked for a minimum of two years post-graduation.

Upon completion of each interview, students are required to complete a 1-2 page summary following specific guidelines provided by the Director of Field Education/Faculty Liaison. These three interview summaries will be included as part of this application.

Interview #1:

Interview #2:

Interview #3:

Signature:

By signing my signature below, you as a student are stating that you I understand this information is to be used for the convenience of supervision in agencies selected for the Social Work Practicum and give your permission for this information to be sent to any agencies being considered as a practicum placement for me

Applicant's Signature

Date

Affiliation Agreement

I. This Affiliation Agreement is made this _____ (*date*) by and between the Social Work Program at Freed-Hardeman University in Henderson, Tennessee (hereinafter called the "University") and _____ (*Agency Name*) hereinafter called the "Agency".

II. WHEREAS, the University is desirous of utilizing Social Work practice facilities of the Agency for students enrolled in various social work education programs of the University; and WHEREAS, the Agency has such Social Work practice facilities and is desirous of cooperating with the University in making them available for educational purposes; NOW THEREFORE, in consideration of these premises and the mutual understandings hereinafter stated, it is hereby understood and agreed as follows:

A. The University and the Agency jointly agree:

1. As of _____ (*date*), the Agency will allow the University to use its facilities for the teaching of social work to students enrolled in the Social Work Program at the University.
2. This agreement shall be effective for a period of _____ year(s). Either party may terminate this agreement by giving the other a written notice of termination, not less than three (3) months prior to the scheduled date for the next class of students.
3. The Agency and the University cooperate in the placement of students, each sharing responsibility for the final selection of students. The determination of the number of students to be assigned to the placement shall be negotiated between the Agency and the University. The Agency has the final decision of the number of students it can accommodate.
4. Neither party of this understanding shall be legally liable for the consequences, whether bodily injury or property damage, occasional act, neglect, or operation of law, chargeable to the other party.

Where Workman's Compensation, or other obligation for payments of benefits may arise, the Agreement will neither enlarge nor diminish such obligation. It

shall be the intent of each party to be responsible, both factually and legally, only for its own employees and its own acts or omissions.

However, it is recognized that students from the University could or might become entitled to benefits or damages from the University, and to the extent that such liabilities could or might exist, each party shall indemnify or hold harmless each other in the event, and to the extent, such contingency shall occur.

No party to this agreement shall, in connection with any aspect of its performance, discriminate against any person by reason of race, color, sex or national or ethnic origin.

5. The Agency and the University agree that participating students and faculty will be responsible for adhering to laws regarding client confidentiality while working with the Agency.
6. The Agency and the University agree that participating students and faculty will not be permitted to submit for publication any material relating to the field education experience without prior written approval of University and Agency.
7. The Agency and the University agree that participating students and faculty may use client information at the Agency and the University for educational purposes as long as the information utilized appropriately redacts any identifying client information per HIPAA guidelines. Any non-redacted information would require written permission from the Agency before the student or faculty could utilize the information for educational purposes within the Agency or the University.

B. Responsibilities of the University:

1. The University provides a faculty liaison to the Agency. Refer to the Program's Field Education Manual for the responsibilities of the faculty liaison to the Agency and the student.
2. The University will confer with the Agency prior to the placement of any student in order to establish or to review the purpose, provisions and responsibilities involved in the field experience.
3. The University is responsible for monitoring the learning experiences of the student.

4. The University will require students to obtain individual professional liability insurance with a single limit of no less than one million dollars per claim and one million dollars' annual aggregate per occurrence. The University will provide the Agency with proof of coverage upon request.
5. The University will advise all participating students and faculty regarding the importance of complying with all relevant state and federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and as well as any additional amendments made to the HIPAA law. The University will report to the Agency any unauthorized use or disclosure of protected health information obtained from access to clients or records of Agency that the University becomes aware of within 24 hours of discovery.
6. When circumstances indicate the student will not be able to successfully complete the field experience at the Agency, the University has the responsibility to withdraw the student from the Agency. This action would be taken only in consultation with the Agency field instructor and other Agency personnel involved in the field experience.

C. Responsibilities of the Agency:

1. The Agency designates one primary field instructor (and/or task instructor(s)-if applicable) for the student. Educational requirements for field instructors are found in the Program's Field Education Manual. If there are multiple supervisors, the primary field instructor coordinates the total learning experience and is responsible for the final evaluation report. These subsidiary supervisors should be utilized only after consultation with the faculty liaison.
2. The Agency provides time for the field instructor to hold an individual conference with the student for at least one hour per week. Time is provided for group conferences with the students as needed during the school year and for teaching preparation in advance of the conferences.
3. The Agency provides an orientation regarding the structure of the agency as well as the policies and procedures of the agency. Special emphasis will be placed on the agency's policies and procedures regarding the students' safety while in the practicum.
4. The Agency provides office supplies, telephone facilities and office arrangements with enable the student to function effectively.

5. The Agency will have students sign a confidentiality and non-disclosure statement emphasizing their responsibility to maintain patient confidentiality. There also is adequate provision for safeguarding confidential material such as case material and student records.
6. The Agency provides learning experiences, including orientation to the Agency, case assignments and group assignment.
7. The Agency reserves the right to dismiss any student at any time whose health condition, conduct or performance is a detriment to the student's ability to successfully complete the field experience at the agency or jeopardizes the health, safety or well-being of any patients, clients or employees of the agency.

The Agency field instructor shall promptly notify the faculty liaison regarding any problem or difficulty arising with a student and a discussion shall be held either by telephone or in person to determine the appropriate course of action.

In the event a student is deemed to be an immediate threat or danger to Agency's clients, staff members, visitors, other students, or to the quality of social work services due to unsafe, illegal, or unprofessional behavior, the Agency reserves the right to immediately remove the student from the premises without first notifying the faculty liaison. In such an instance, the faculty liaison will be notified within 24 hours by the Agency regarding the situation in order for a discussion to be held to determine the appropriate course of action regarding the student.

Agency Name

Agency Representative Date

Director of Field Education/Faculty Liaison Date

FHU Social Work Practicum

Roles and Responsibilities Form

- I. Responsibilities of the Agency Field Instructor:
 1. Providing on-going supervision sessions for the students.
 2. Providing instruction in agency recording requirements and other agency policies and procedures.
 3. Providing a stimulus for students to be involved in program planning, relevant community and professional events, and suggesting appropriate reading materials.
 4. Providing practice experiences, assisting students in goal attainment, and providing feedback.
 5. Assisting in evaluation, both orally and in writing at the mid-term and final evaluation sessions with the students as well as with students' process recordings.
 6. Participation in developing individualized learning contract with the student.
 7. Completing trainings, as applicable, sponsored by the Freed-Hardeman University Social Work Program.

8. Becoming familiar with the Social Work curriculum.
9. Submitting university forms as needed for evaluation and reporting.
10. In the event the Agency utilizes a task instructor along with the field Instructor, the Field Instructor will be responsible for the overall supervision of the student and the Task Instructor will be responsible for the day-to-day oversight of the student. The Field Instructor and the Task Instructor will collaborate on a regular basis regarding the progress of the student. The Field Instructor will complete/approve the learning plan, course evaluations, and timesheet with the assistance of the Task Instructor.

Agency Field Instructor	Date
Agency Task Instructor (if applicable)	Date

II. Responsibilities of the Student:

1. The student will follow Agency and School policies, procedures, programs and operating standards. Examples are rules for hours of agency operation, necessary absence, monthly statistical reports, narrative reports and provision for continuity of services and treatment during school holidays which may be necessary, and which are planned for in advance with the field instructor.
2. The student will complete all required documentation such as process recordings, treatment recordings and reports required by the Social Work Program and the Field Instructor.
3. The student will prepare for and participate in regular evaluation conferences.
4. The student has the responsibility to act professionally and ethically, to maintain confidentiality, and to give priority to the client's rights and needs over his/her own.
5. The student is responsible for his/her own health and accident insurance since these will not be provided by the Agency in all instances. If the Agency has health requirements, the student is expected to meet the requirements of the Agency.
6. The student is not an employee and is not entitled to financial remuneration during the placement unless otherwise arranged for with the Agency and Social Work

Program. The Agency determines if it can reimburse the student for travel expenses incurred in fulfilling duties at the Agency. The student pays for travel to and from the field placement.

7. The student will provide a minimum of 400 hours of service to the Agency.

*Prior to beginning each field placement, students are asked to read the Roles and Responsibilities form between the University and the placement Agency. The following statement must be signed by the student before the placement begins.

"I have read the Roles and Responsibilities Form, and both understand and agree to Section II, Responsibilities of the Student."

Signature of Student

Date

III. Responsibilities of Social Work Program:

11. Conducting student conferences.
12. Engaging in the following activities: weekly feedback and grading of student field journals, grading of all assignments due for SWK 497, maintain contact with the agency field instructor at a minimum of three times (once at the beginning of SWK 497 to develop the learning contract, once at mid-term for SWK 497 and once at the end of SWK 497 for the final evaluation).
13. Conveying and reinforcing the standards and expectations for the field instruction program to placement agencies: distribute calendars for field instruction, field manuals.
14. Being accessible to the field agency on an as needed basis.
15. Ongoing communication with all field agencies approved for field placements, recruitment of new agencies, updating agency forms to reflect changes in staffing and service.
16. Ongoing accessibility for consultation and problem solving with field instructors.
17. Solicitation of feedback about field curriculum and program from agency supervisors.
18. Organizing online trainings, as needed, for agency field instructors with the help of other Social Work faculty.
19. Holding orientation meetings for students prior to placement.
20. Assigning the final grade for SWK 497 with input from the agency field instructor.

Director of Field Education/Faculty Liaison

Date

Code of Conduct

Freed-Hardeman University

BSW Program

Social Work Field Placement

Code of Conduct

Social Work Students are expected to adhere to the standards/ethics of the profession. (Those advanced by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). Prior to your placement you are asked to review the entire NASW Code of Ethics. What follows are some of the major standards for practice in the field as delineated in the NASW Code of Ethics. **Please note:** If at any time during your field placement you find yourself in a situation in which you have questions/concerns about a potential ethical dilemma, please contact your field instructor or your field consultant.

Commitment to Clients (1.01)

Social worker's primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Competence (1.04)

Social Workers should provide services and represent themselves as competent only within the boundaries of their education. It is important to inform your clients that you are a student.

Conflicts of Interest (1.06)

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgement. (b) Social workers should not take unfair advantage of any professional relationship. (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)

Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

Sexual Relationships (1.09)

Social workers should under no circumstances engage in sexual activities or sexual conduct with current or former clients, whether such conduct is consensual or forced.

Physical Contact (1.10)

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the clients as a result of the contact (such as cradling or caressing clients).

Impairment (4.05)

Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their abilities to meet classroom and field practice requirements are expected to take appropriate remedial action.

Derogatory Language (1.12)

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

Dishonesty, Fraud, and Deception (4.04)

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Statement of Understanding

I understand as a field student I am expected to adhere to the values, ethics, and standards of the profession. My signature indicates that I have read and received a copy of this code of conduct.

Student Signature

Date

APPENDIX 4

Work Site Location Form

FREED-HARDEMAN UNIVERSITY

Request for Field Placement in Work Site Location Form

Please describe the agency where you currently or are planning to work while you will be completing your field placement?

Agency/program and address where you currently or are planning to work.

Agency/program and address of your field placement

Dates, and job titles of employment at agency

Administrative supervisor for your employment

Proposed Field Instructor

Credentials of field instructor

Employed at agency?

Field Instructor's supervisor

Describe your current position, i.e. population of clients or client system that you currently work with, job responsibilities, etc.

Hours that you will be working for your employed position

Additional comments of how the responsibilities of the placement will differ from your job responsibilities documenting the new learning opportunities that you will expect to receive as a practicum student.

Provide at least one paragraph describing safeguards put into place to minimize possible conflicts of your employment status with your role as practicum student in the agency.

Provide us with at least one paragraph describing methods that will be employed to protect the integrity of the practicum as a learning experience.

Your signature _____ Date _____

Your work supervisor's signature _____

Your proposed Field Instructor's signature _____

Freed-Hardeman University

Social Work Program

Field Education COVID Response Plan

Greetings Students,

As you are all aware, the COVID pandemic is still here and does not appear to be dissipating anytime soon. As such, you all probably have many questions and concerns about how the current COVID situation will impact your field education experience. In order to address these questions and concerns, the following response plan was created in order to provide guidance to students participating in the Field Education Program. If followed, the goal of these guidelines are to promote the safety and well-being (physical as well as mental) of students who are participating in the field education program as well as agency representatives, clients, FHU faculty/students, and the larger community as a whole with whom each student may have contact or interaction.

The following response plan is presented using a Q&A format:

1) **With everything going on with COVID, will I still be able to complete my practicum?**

Yes. Each student will still be allowed to complete their practicum as long as they have identified an agency that will allow the student to fulfill the requirements of the field education program. These requirements include completing 400 hours within a direct service capacity while receiving supervision from a representative of the agency.

2) **If the FHU COVID risk level reaches red and classes move online, will I still be allowed to continue my practicum?**

Yes. Practicum students will still be allowed to continue with their agency as long as the agency is in agreement.

3) **If I am uncomfortable with being onsite at an agency (concern due to possible exposure, concern due to being in a high-risk category, concern due to family/friends who are at high risk, etc.) am I required to complete my practicum at this time?**

No. Students who are uncomfortable with being onsite at an agency have the option of postponing their field education experience to a later semester. However, each student is

responsible for meeting with their advisor to discuss how such a change will impact their progression through the program as well as meeting with financial aid to determine how such a change will impact any scholarships or other sources of funding.

4) If I am uncomfortable with being onsite at an agency (concern due to possible exposure, concern due to being in a high-risk category, concern due to family/friends who are at high risk, etc.), can I complete my practicum without going to the agency?

No. Students are required to complete direct-service hours in order to meet CSWE requirements. While there are some assignments that can be completed off-site, the majority of the practicum will need to be completed onsite.

5) What if I start my practicum but then due to a rise in COVID cases, I am no longer comfortable with completing my practicum?

Students have the right to discontinue their practicum in the event of arising safety issues though the Director of Field Education should be contacted prior to any decision being made between the student and the field instructor. In a similar manner, the Director of Field Education has the right to cancel or temporarily suspend a student's practicum due to concerns of COVID. In such an event, the Director of Field Education would work with the student to identify alternative options in order to complete the required practicum hours.

6) What requirements or guidelines regarding COVID are mandated by FHU that practicum students must follow?

At this time, practicum students are required to follow the basic guidelines established within the FHU's Return to Campus Plan (use the health screening app daily, practice social distancing, follow guidelines for basic hygiene practices, wear a mask when required, etc.) Each student is responsible for following the established university guidelines. Refer to the "Protect the Pride Return to Campus Plan" for more detailed instructions). However, as these guidelines apply more when students are on campus, each student will be required to follow any agency requirements as well.

7) How will I know about any additional requirements or guidelines mandated by the agency?

Prior to the start of each student's practicum, the Director of Field Education will consult with each student's assigned field instructor to discuss the Field Education Program's requirements as well as to obtain information about any requirements mandated by each agency which will then be shared with each student.

Additionally, an addendum to the all-ready required *Safety in Practicum Student Checklist* (that is to be completed with your field instructor within the first 40 hours of the practicum) will be provided that will include a section related to the agencies' response/requirements to COVID.

8) What happens if I am exposed to COVID or test positive for COVID?

Students who are exposed to COVID or test positive for COVID will follow the FHU and agency guidelines related to exposure/texting positive to COVID which include (but are not limited to) notifying the field instructor and Director of Field Education . Please note that the FHU Social Work Program may be permitted or required to disclose information about a student's COVID status as permitted by law.

9) What if I'm not feeling well but not sure if it's COVID or am not entirely sure if I was exposed to someone with COVID?

If you are uncertain about exposure, contact your field instructor as well as the Director of Field Education prior to returning to the agency.

10) If I am placed under quarantine and can't return to my assigned agency for a certain period of time, will I fail my practicum?

No. Students who are unable to go onsite for a certain period of time related to COVID restrictions will not be penalized. In such a situation, the student will need to notify the Director of Field Education who will then consult with the student and field instructor about the best plan of action (if the student is feeling well enough to work from home, appropriate "work-from-home" assignments will be identified but if the student is not feeling well enough to work from home, an alternative plan of action will be identified to "pause" the practicum).

11) What happens if the agency initially allows me to work onsite but then due to a spike in COVID cases, restricts me from continuing my practicum onsite?

Prior to the start of each student’s practicum, the Director of Field Education will coordinate with each agency to develop a “worst-case-scenario” plan in the event the student is unable to continue having onsite access as a result of a spike in COVID cases. The plan will vary from agency to agency and may even be adapted as more information about COVID is discovered. However, the FHU Social Work Program is committed to helping practicum students obtain their required hours and will work with each student as needed in order for each student to obtain their needed practicum hours.

In closing, while the upcoming semester is full of uncertainty which undoubtedly can cause anxiety and stress, it is important to remember the mission of the FHU Social Work Program is to develop faith-based Social Workers. As such, each student is equipped with accessible guidance from a higher power as well as a defined skill set that is well suited for responding to a crisis situation.

While this upcoming semester will undoubtedly have its share of stressors, it is important to remember that growth comes from times of challenge, not typically from times of ease. As such, your view of the current situation is crucial: will this time be viewed as an opportunity to practice your Social Work skills in a real-life crisis or viewed as a negative situation with no possible positive outcome?

However, that is not to say that, even with a positive outlook, that it is wrong to have questions, concerns, or frustrations. None of us, including the FHU Social Work Program, have an established protocol for responding to the COVID pandemic due to unprecedented nature of the situation. As such, there will be questions that arise for you as a student that are not addressed in this plan. If any such questions or concerns arise, feel free to contact the Director of Field Education at any time. Our goal is to help you succeed. And succeed you will, just maybe not following the exact route you had originally charted.

By my signature below, I acknowledge I have read and agree to the guidelines outlined in this **Field Education COVID Response Plan**.

Student’s Name (please print)

Student’s Signature

Signature note: This document may be hand or electronically signed though a typed signature will not be accepted. You can insert a signature feature through Microsoft Word and save as a PDF, save as a PDF and use the signature option, or use DocuSign (or some other method of electronic signature).

APPENDIX 6

Freed-Hardeman University Social Work Program Safety in Practicum Student Checklist

Safety at the Practicum Agency

- Know the safety related policies and procedures for your practicum agency
- Know the policies and reporting procedures related to sexual harassment
- Know how to enter and leave the building safely (including after dark)
- Know the check-in and check-out procedures
- Know any internal code asking for help (i.e., Dr. Smith is needed in room)
- Know if it is acceptable to work with clients with the doors open
- Know if staff or students ever physically hold a client, and under what conditions (i.e., an angry six year old trying to kick another child violently; a teenager trying to leave the facility)
- Know procedures for handling blood related incidents (bloody noses, etc.)
- Know the location of the fire extinguisher nearest you, and the nearest stairway

- Know what to do and where to go in case of a fire (or fire drill), or tornado
- Know what to do if another staff person makes you feel unsafe or uncomfortable
- Know where emergency numbers are posted (police, fire department, poison control)
- Know the process for reporting injury at the placement agency (including injury while driving such as a car accident)
- Know how to deescalate angry clients and if the agency has a specific protocol
- Know the agency policy in regards to clients who are inebriated or under the influence of drugs (do they have to leave, what if they won't leave, are they encouraged to stay?)
- Know how to safely position yourself in the office (access to the door)
- Know how to use the building security
- Know how to use the phone to access help
- Know how to use supervision in regards to safety issues
- Know what to do when clients make threats towards you or others (or themselves)
- Know how to document incidents or threats
- Know who to contact at the placement site when there is an incident or threat
- Know what type of situation require informing the Field Instructor, Faculty Liaison, and Director of Field Education
- Know what the procedure is if there is a suspicion that someone has a weapon
- Know where to store personal items (purse, laptop, etc.)

Safety in the Community

- Know the agency's policies and procedures for safety in the community
- Know how to prevent isolation (go with another person when at all possible)
- Know that your car is prepared (enough gas, well maintained and local map and/or GPS available)
- Know the community prior to stopping (note where there is a nearby phone, a grocery store, a community center; look for danger signals, who is outside, are there large groups gathering; what are the colors that are being worn if gang activity)
- Know your exit strategy (park your car facing out, where you can't get blocked in, so you can leave quickly if necessary)
- Know the various methods for calling for help (carry a CHARGED cell phone [some agencies also use hand held alarms]) and know how to use it to call emergency numbers
- Know the agency's policy about leaving if you are uncomfortable or feel that you are in a dangerous situation (If you feel that you are in a dangerous situation or place; then leave, do not go in)
- Know the methods for notifying other people of your daily routine (always leave your daily plan at the office with phone numbers attached)
- Know the methods for securely storing personal belongings (leave your purse/bag somewhere else. If you leave it in the trunk, place it there prior to arriving at the home or in the community)
- Know how to present yourself (walk confidently to the home, using your eyes to scan around you).

- Know which spots are safest to conduct business (don't dally getting in and out of your car-this is not the time to call your next client; have keys in hand approaching your car)
- Know the agency policy regarding identification badges (can work for or against you in the community; be aware of the confidentiality issues also)
- Know how to dress appropriately for the situation (dress inconspicuously which includes no attention-getting clothing, no expensive jewelry, no high heels –wear shoes you can run in if necessary)
- Know the procedure for the discussion of concerns with your field instructor and know how to document incidents or threats
- Know how to respond in case of a health emergency (carry a health bag in your car which should include latex gloves and bandages)

Safety in a Client's Home

- Know your agencies policies, procedures and protocol regarding home visits
- Know how to prevent isolation (go with another person when at all possible)
- Know how to engage your client
- Know how to respect the client's space and property
- Know how to show concern about the client and their situation
- Know your surroundings (until you know the situation well, sit where you have easy access to a door)
- Know how to create a safe space (when in a potentially hostile environment, maintain an arm and leg length distance between you and others)
- Know your agency's protocol and techniques for de-escalation
- Know how to deescalate a situation (if you sense a safety issue, find something to agree about with the client (instead of escalating a situation) and then leave; you don't have to make your point)
- Know how to remain calm, respectful and self-assured (speak slowly, calmly and firmly; do not appear defensive, even if negative comments, insults, or cursing are directed at you)
- Know how to pick a chair (hardback or leather covered chairs are less likely to have unwelcome guests in them (lice, bugs, etc.))
- Know that humor is a gift, but be very sensitive when using humor with clients
- Know how to protect your hair from bugs (if lice are a concern and you have long hair, wear your hair pulled up)
- Know how to protect yourself from If bugs (you may want to wear pants that are tight around the bottom or have elastic around the bottom, or use socks to pull over the bottom of the pants)
- Know how to clean yourself when you leave the home (you may want to keep baby wipes or antibacterial soap/lotion in your car)
- Know who can help you develop an understanding of the neighborhood (it is sometimes fine to discuss neighborhood safety concerns with clients; they can be helpful. They are a wealth of information regarding being safe in their own communities. They often know safe places nearby, can let you know of gang colors, when it is best to come, where it is the safest to park, etc.)
- Know the agency policies and practice regarding meeting clients away from their home (i.e. nearest

McDonalds's, at a park, etc.)

Take Care of Yourself

- Know how to develop a self-care plan (exercise, nutrition, friendships, support group, rest, vacation, etc.).
- Know how to maintain professional and personal boundaries (social, work/school/family expectations)
- Know methods by which you can learn, understand, and recognize compassion fatigue

COVID-19 Addendum

- Know how agency operations have been changed/modified due to COVID-19.
- Know the agency policies and safety guidelines related to COVID-19.
- Know about requirements related to personal protective equipment (is PPE required, will the agency provide PPE, etc.).
- Know how COVID-19 related policies will affect the role of a practicum student.
- Know what is expected of a practicum student to keep themselves, the agency and staff, client/client systems, and the community safe during the practicum experience.
- Know the procedures if anyone, tests positive for COVID-19 or is exposed to someone who tests positive for COVID-19.
- Know the plan/procedure if the agency field instructor and/or task supervisor is diagnosed with COVID-19.
- Know the plan/procedure if the student suspects they have COVID-19 or is diagnosed with COVID-19.
- Know the plan/procedure for continued learning if the student must stay home for a brief amount of time (Ex. someone in the student's household tests positive for COVID-19, COVID-19 interrupts agency operations, etc.)
- Know the agencies preferred distance communication tools.
- Know the plan for supervision in the event the student and field instructor are unable to meet face-to-face for supervision.
- Know the agency expectations for professionalism if using distance communication tools during the practicum.

I have reviewed and discussed this checklist with my agency Field Instructor

Student Signature: _____

Field Instructor Signature: _____

Date: _____



APPENDIX 7



BSW Field Learning Plan with Midterm & Final Evaluation Form

Freed-Hardeman University Social Work Program

Name of Intern:	
Name of Field Instructor, Task Instructor (if applicable), and name of agency:	

The Field Learning Plan is an educational tool created by the student and field instructor to guide the student through the field placement as the student and field instructor will create tasks/activities that will allow the student to demonstrate his or her ability to successfully complete the behaviors that correlate to the nine CSWE Educational Policy Core Competencies. The field instructor will then provide an evaluation that rates the student's performance related to each of the competencies and their correlating behaviors. The evaluation is intended to give the intern feedback about her or his performance as well as to provide the faculty supervisor with an overall account of the student's performance which will be considered when assigning a grade for this course. The course grade that is assigned will be based on the faculty supervisor's overall evaluation of the student's performance in placement in conjunction with the agency supervisor's evaluation (50%); intern journal/timesheet (10%); case presentation (10%); Agency Profile Paper (10%); the Senior Social Work Professional Portfolio (10%); and the FHU Social Work Program Exit Exam (10%).

Instructions: The student and the field instructor are to develop tasks/activities (minimum of 2 per competency) at the beginning of the field education experience that will allow the student, once completed, to adequately display competency related to the knowledge, values, skills, and cognitive/affective processes that comprise generalist level of Social Work practice. The field instructor will then provide an evaluation using the following rating scale at both midterm and at the end of the field education experience that will rate the student's overall performance as well as rate the student regarding his or her performance related to each competency:

- 1: Displayed consistently low performance of competences with minimum evidence of growth.
- 2: Displayed performance between average and low levels of competence with little evidence of growth.
- 3: Met the average level of expectancy with growth displayed.
- 4: Performed above average and displays evidence of consistent growth.
- 5: Consistently excelled with high degrees of competence and professional growth.
- n/a: Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

BSW Field Learning Plan Related Activities (To be completed by Student and Field Instructor with a minimum of 2 activities per competency)	
1.)	Date Completed:
2.)	Date Completed:
3.)	Date Completed:
4.)	Date Completed:

Competency #1: Demonstrate Ethical and Professional Behavior		
Behaviors	Midterm Rating	Final Rating
1.1: Social Work Students make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	4	
1.2: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	4	
1.3: Use technology ethically and appropriately to facilitate practice outcomes; and	4	
1.4: Use supervision and consultation to guide professional judgment and behavior.	4	

BSW Field Learning Plan Related Activities (To be completed by Student and Field Instructor with a minimum of 2 activities per competency)	
1.)	Date Completed:
2.)	Date Completed:
3.)	Date Completed:
4.)	Date Completed:

Midterm and Final Evaluation Form (To be completed by Field Instructor)		
Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		
Behaviors	Midterm Rating	Final Rating
2.1: Social Work Students advocate for human rights at the individual, family, group, organizational, and community system levels; and	4	
2.2: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	4	

BSW Field Learning Plan Related Activities (To be completed by Student and Field Instructor with a minimum of 2 activities per competency)	
1.)	Date Completed:
2.)	Date Completed:
3.)	Date Completed:
4.)	Date Completed:

Midterm and Final Evaluation Form (To be completed by Field Instructor)		
Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		
Behaviors	Midterm Rating	Final Rating
3.1: Social Work Students demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	4	
3.2: Demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	4	

BSW Field Learning Plan Related Activities (To be completed by Student and Field Instructor with a minimum of 2 activities per competency)	
1.)	Date Completed:
2.)	Date Completed:
3.)	Date Completed:
4.)	Date Completed:

Midterm and Final Evaluation Form (To be completed by Field Instructor)		
Competency #4: Engage in Practice-informed Research and Research- informed Practice		
Behaviors	Midterm Rating	Final Rating
4.1: Social Work Students apply research findings to inform and improve practice, policy, and programs; and	4	
4.2: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	4	

BSW Field Learning Plan Related Activities (To be completed by Student and Field Instructor with a minimum of 2 activities per competency)	
1.)	Date Completed:
2.)	Date Completed:
3.)	Date Completed:
4.)	Date Completed:

Midterm and Final Evaluation Form (To be completed by Field Instructor)		
Competency #5: Engage in Policy Practice		
Behaviors	Midterm Rating	Final Rating
5.1: Social Work Students use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	4	
5.2: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	4	

BSW Field Learning Plan Related Activities (To be completed by Student and Field Instructor with a minimum of 2 activities per competency)	
1.)	Date Completed:
2.)	Date Completed:
3.)	Date Completed:
4.)	Date Completed:

Midterm and Final Evaluation Form (To be completed by Field Instructor)		
Competency #6: Engage with Individuals, Families, Groups, Organizations, & Communities		
Behaviors	Midterm Rating	Final Rating
6.1: Social Work Students apply knowledge of human behavior and the social environment, person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	4	
6.2: Use empathy, reflection, and interpersonal skills to effectively engage in cultural responsive practice with clients and constituencies.	4	

BSW Field Learning Plan Related Activities (To be completed by Student and Field Instructor with a minimum of 2 activities per competency)	
1.)	Date Completed:
2.)	Date Completed:
3.)	Date Completed:
4.)	Date Completed:

Midterm and Final Evaluation Form (To be completed by Field Instructor)		
Competency #7: Assess Individuals, Families, Groups, Organizations, & Communities		
Behaviors	Midterm Rating	Final Rating
7.1: Social Work Students apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and	4	
7.2: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	4	

BSW Field Learning Plan Related Activities (To be completed by Student and Field Instructor with a minimum of 2 activities per competency)	
1.)	Date Completed:
2.)	Date Completed:
3.)	Date Completed:
4.)	Date Completed:

Midterm and Final Evaluation Form (To be completed by Field Instructor)

Competency #8: Intervene with Individuals, Families, Groups, Organizations, & Communities		
Behaviors	Midterm Rating	Final Rating
8.1: Social Work Students engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	4	
8.2: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	4	

BSW Field Learning Plan Related Activities (To be completed by Student and Field Instructor with a minimum of 2 activities per competency)

1.)	Date Completed:
2.)	Date Completed:
3.)	Date Completed:
4.)	Date Completed:

Midterm and Final Evaluation Form (To be completed by Field Instructor)

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities		
Behaviors	Midterm Rating	Final Rating
9.1: Social Work Students select and use culturally responsive methods for evaluation of outcomes; and	4	
9.2: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	4	

Midterm Overall Evaluation (To be completed by Field Instructor at midterm)						
<i>After reviewing the scoring of all competencies, please check one of the following as a determinant for the overall midterm evaluation of the student's performance.</i>						
	The intern has shown consistently low performance of competences with minimum evidence of growth.					
	The intern's performance has been unsteady vacillating between average and low levels of competence with minimum evidence of growth.					
	The intern has met the average level of expectancy with growth displayed.					
	The intern is performing above average and displays evidence of consistent growth.					
	The intern has consistently excelled with high degrees of competence and professional growth.					
Recommended Grade at Midterm:						
Student's Comments (optional):						
Provide signature in the appropriate section below as an acknowledgement of Midterm Overall Evaluation. The student's signature do not imply agreement or disagreement with the evaluation; it indicates only that the student has read it.						
Student:		Field Instructor:		Task Supervisor:		Faculty Liaison:
Date:		Date:		Date:		Date:
Final Overall Evaluation (To be completed by Field Instructor at the end of the Field Education experience)						
<i>After reviewing the scoring of all competencies, please check one of the following as a determinant for the overall final evaluation of the student's performance.</i>						
	The intern has shown consistently low performance of competences with minimum evidence of growth.					
	The intern's performance has been unsteady vacillating between average and low levels of competence with minimum evidence of growth.					
	The intern has met the average level of expectancy with growth displayed.					
	The intern is performing above average and displays evidence of consistent growth.					
	The intern has consistently excelled with high degrees of competence and professional growth.					
Recommended Grade at Final:						
Student's Comments (optional):						
Provide signature in the appropriate section below as an acknowledgement of Midterm Overall Evaluation. The student's signature do not imply agreement or disagreement with the evaluation; it indicates only that the student has read it.						
Student:		Field Instructor:		Task Supervisor:		Faculty Liaison:
Date:		Date:		Date:		Date:

APPENDIX 8

Student Evaluation of Practicum

In order to continually improve the field practicum experience, student feedback is an essential component of the process. Information provided in this evaluation will be kept confidential and will only be shared with members of the FHU Social Work Program in order to improve the field practicum experience for future students.

Name of Student: _____

Name of Field Supervisor: _____

Name of Task Supervisor (if applicable): _____

Name of Agency _____

Please circle the following numbers on a scale of 0 – 5.

0 – Not Applicable

1 – Serious Deficiency

2 – Deficiency

3 – Satisfactory

4 – Above Average

5 – Outstanding

Student Evaluation of Field Instructor

1. How would you rate the availability of your field instructor?
0 1 2 3 4 5
2. How approachable was your field instructor?
0 1 2 3 4 5
3. How would you rate your field instructor's knowledge base?
0 1 2 3 4 5
4. How would you rate your field instructor's ability to direct your learning?
0 1 2 3 4 5
5. How would you rate the balance between independent learning and guidance?
0 1 2 3 4 5
6. How would you rate your field instructor's ability to negotiate conflicts?
0 1 2 3 4 5
7. How would you rate your field instructor's ability to resolve conflict?
0 1 2 3 4 5
8. How would you rate the quality of feedback from your field instructor about how well you were doing?
0 1 2 3 4 5
9. How would you rate your field instructor's ability to provide encouragement and motivation?
0 1 2 3 4 5

Student Evaluation of Task Instructor (if applicable)

1. How would you rate the availability of your task instructor?
0 1 2 3 4 5
2. How approachable was your task instructor?
0 1 2 3 4 5
3. How would you rate your task instructor's knowledge base?

0 1 2 3 4 5

4. How would you rate your task instructor's ability to direct your learning?
0 1 2 3 4 5

5. How would you rate the balance between independent learning and guidance?
0 1 2 3 4 5

6. How would you rate your task instructor's ability to negotiate conflicts?
0 1 2 3 4 5

7. How would you rate your task instructor's ability to resolve conflict?
0 1 2 3 4 5

8. How would you rate the quality of feedback from your task instructor about how well you were doing?
0 1 2 3 4 5

9. How would you rate your task instructor's ability to provide encouragement and motivation?
0 1 2 3 4 5

Student Evaluation of Practicum Setting

1. Was your practicum setting tolerant of differences of opinions?
0 1 2 3 4 5

2. How would you rate goodness-of-fit between you and your agency setting?
0 1 2 3 4 5

3. How well did your agency expose you to different situations?
0 1 2 3 4 5

4. Evaluate the agency's orientation process.
0 1 2 3 4 5

5. To what degree did the agency add to your knowledge of community resources?
0 1 2 3 4 5

6. How much did your practicum setting contribute to your learning? 0 1 2 3 4 5

7. How much did your setting expose you to diverse populations?

0 1 2 3 4 5

8. To what degree were you able to engage multidisciplines in your work?

0 1 2 3 4 5

9. To what degree were you satisfied with your placement?

0 1 2 3 4 5

10. To what degree did agency staff direct your learning?

0 1 2 3 4 5

11. How would you rate this placement for future students?

0 1 2 3 4 5

12. Rate the quality of your workload. Not enough work or too much work?

0 1 2 3 4 5

13. Please give a brief narrative regarding your practicum experience (both the agency and the field instructor and/or task instructor) expressing what you both liked and did not like about the experience.

14. Please provide a brief description of the practicum setting that will be provided to future students who are potentially interested in a practicum at this location. Include an overview of the agency (what it is and services are provided); whether the focus of your practicum was more micro, macro, or a blend of the two; an overview of what tasks you completed as a practicum student; and the level of involvement you were allowed at your practicum location for future students who are potentially interested

15. Please provide a brief description of your field instructor and task instructor (if applicable). Include information regarding their management style, expectations regarding a practicum student, overall willingness to provide supervision to you as a student, and any other relevant information.

Evaluation of Social Work Program

1) What parts (certain classes, certain projects, certain concepts, etc.) of the Social Work Program were most beneficial in preparing you for the practicum setting as well as working in the field?

- 2) What suggestions do you have for improvements in the Social Work Program in order to better prepare students for the practicum setting as well as working in the field?
- 3) What parts of the Practicum Program were most beneficial to you as a student?
- 4) What suggestions do you have for improvements in the Practicum Program?

APPENDIX 9

Agency Evaluation of the Practicum

Field Instructor Name _____

Task Instructor Name (if applicable): _____

Name of Supervised Student: _____

Name of Agency: _____

FHU Field Liaison Name _____

1. How often did you meet with your FHU liaison at the field setting?
2. How many extended telephone conferences did you have with your FHU liaison?
3. Did your FHU liaison clearly express his/her role, availability and interest in working with you?
4. What were the things you most valued about your experience as a field instructor?

5. In order to strengthen the practicum experience, what if anything would you suggest as changes to the field practicum program?

6. Any other comments about the field practicum program?

7. Overall, how satisfied were you with the field practicum program?

