

# Social Work Program Field Practicum Manual

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*Building Futures Everyday*

Updated Fall 2020

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## **I. Social Work Program**

The CSC Social Work Program has been accredited by the Council on Social Work Education since 1993. Students who graduate from Chadron State College in Social Work are prepared for social work practice in a multicultural context within the region, as well as nationally and globally. The challenges of and capacities for addressing human diversity are integrated throughout the social work curriculum. The social work curriculum is also designed to encourage the development of knowledge and skills in collaboration, collegiality, and networking. Graduates of CSC Social Work program are prepared to provide professional leadership within the region.

### **Mission**

The Bachelor of Arts in Social Work at Chadron State College provides an undergraduate experience that fosters student development of practice behaviors, and competencies including the knowledge, skills, and values in order to function as generalist Social Workers. The acquired competencies prepare social workers who demonstrate practice abilities that enhance the capacities and quality of life for individuals, families, groups, organizations, and communities within the region of western Nebraska, southwest South Dakota, southeast Wyoming, and northeast Colorado.

In order to carry out the Social Work Program mission of Chadron State College, the Social Work faculty strive for excellence in teaching, scholarship, and service. Social Work faculty teach foundation curriculum with a sensitivity to student needs and with an awareness of the requisite practice behaviors and values appropriate to a competent social work practice at a baccalaureate level. To maintain student learning, Social Work faculty use innovative technology, experiential and active learning approaches, and outcome-based learning that individualize curriculum and instruction to the needs of individual learners. Social Work faculty continually evaluate courses through student process evaluations, course evaluations of teaching and objective attainment, peer reviews of teaching, assessment of written assignments, and tests of student learning and evaluation of student demonstration of competencies through practice behaviors identified by the Council on Social Work Education. Social Work faculty seek to integrate scholarship with student learning through presentations at regional and national conferences, special projects, and community consultation. Social Work faculty provide service to the College, community, and professional associations by serving on local and regional boards and committees and participating in projects with local human service systems.

## Social Work Program Objectives

*In order to carry out the mission of the Social Work Program and Chadron State College, the Social Work Program seeks to prepare social work professionals who will upon completion of the program be able to:*

- (1) Critically assess and intervene with individuals, families, groups, organizations and communities using multidimensional theories and strategies that enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- (2) Utilize the skills and knowledge to successfully practice within the context of diverse cultures, reflected by, but not limited to age, gender, mission/orientation, sexual preference, racial or ethnic background, disability, marital status, religious orientations, and lifestyle.
- (3) Utilize knowledge of the forms and mechanisms of oppression/social injustice, integrate a value-base that fosters commitment to advocacy, and develop the political and social skills necessary to alleviate oppression/social injustice.
- (4) Critically analyze social welfare policies and implement social welfare policies, services, and programs through political and organizational processes that meet basic human needs and support the development of human capacities.
- (5) Work collaboratively within rural human service agencies and human service delivery systems with supervisors and professional colleagues and develop personal/professional/political support systems.
- (6) Utilize the knowledge and skills of research, evaluate professional practice using qualitative and quantitative research methods, use and solicit collegial feedback, and apply existing knowledge to advance social work practice.
- (7) Practice social work with an ethical orientation compatible with the Code of Ethics of the National Association of Social Workers and to assess and act professionally and intentionally in situations with ethical dilemmas.
- (8) Develop an identity as a professional social worker and practice social work with the highest regard for the strengths/capacities, integrity and value of all beings whether as individuals or in families, groups, organizations and communities.
- (9) Enter a graduate program in social work with advanced standing.

## **Social Work Practices to Fulfill Objectives**

**Consistent with the Mission and Goals of Chadron State College and the Social Work Program, the Social Work coursework further prepares students who can demonstrate knowledge, skills, and values in the following areas:**

### **Generalist Practice: Knowledge, Skills, and Values**

- a) Demonstrate the knowledge of and the ability to critique and analyze practice theories.
- b) Apply the knowledge, skills, and values of generalist social work practice in working with individuals, families, small groups, organizations, and communities within a diverse and global society.
- c) Demonstrate the knowledge and communication skills to engage in appropriate working relationships with individuals, families, groups, organizations, and communities.
- d) Apply the social work problem-solving process including collection and analysis of pertinent data; identifying issues, problems, needs, resources, and assets; setting appropriate service goals with clients; developing and implementing plans for meeting such objectives; evaluating service outcomes.
- e) Demonstrate the knowledge and skills to identify, analyze, and implement empirically based interventions designed to achieve client goals.

### **Human Behavior in the Social Environment: Knowledge, Skills, and Values**

- a) Demonstrate knowledge of empirically based theories and research that focus on interactions between and among individuals, groups, societies, and economic systems, including theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span.
- b) Demonstrate knowledge of the reciprocal relationships between human behavior and the social environment, using person-in-environment, strengths/capacity building perspectives of human development and social systems (e.g., families, groups, organizations, communities, and societies).
- c) Demonstrate knowledge of the ways social systems promote or deter people in maintaining or achieving health and well-being.
- d) Demonstrate knowledge of the factors and dynamics that contribute to differential development for persons who experience formal and informal discrimination and prejudice through economic barriers, cultural stereotyping, and political and legal structures.

### **Diversity: Knowledge, Skills, and Values**

- a) Demonstrate knowledge of human diversity and affirm the rich and diverse experiences and needs of all peoples, including, but not limited to groups distinguished by race, ethnicity, culture, gender, class, age, sexual orientation, religion, physical and mental ability, and national origin, particularly Dakota and Lakota tribes and Latino populations residing within the region.
- b) Demonstrate the knowledge of interlocking and complex nature of culture and personal identity.
- c) Demonstrate the professional knowledge and skills to define, design, and implement strategies to enhance the well-being of persons from diverse groups.
- d) Demonstrate the knowledge and skills to evaluate social programs with regard to the needs of groups served and are culturally relevant.

### **Populations-at-Risk and Social and Economic Justice**

- a) Demonstrate a knowledge of the factors that contribute to and constitute being at risk.
- b) Demonstrate a knowledge of how group membership influences access to resources.
- c) Demonstrate an understanding of the forms and mechanisms of oppression.
- d) Demonstrate knowledge of social and economic justice grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression.
- e) Demonstrate knowledge of intervention strategies that are responsive to redressing oppression.

### **Social Welfare Policy and Services: Knowledge, Skills, and Values**

- a) Demonstrate a commitment to social, political and economic justice and to the democratic and humanistic principles and concerns of social welfare and social work.
- b) Analyze social welfare as a social institution including its history and relationship to social work.
- c) Demonstrate understanding of the basic dynamics of the development and operation of social welfare policies and service delivery systems used to implement these policies, including financial, organizational, administrative, and planning processes required to deliver social services.
- d) Analyze the impact of culturally relevant social policies and service delivery systems on client systems, workers, and agencies using multiple methods of policy analysis.
- e) Demonstrate the knowledge and skills to evaluate program/policy outcomes, to propose empirically based alternative social policies, services, and programs that meet basic human needs, and support the development of human capacities.
- f) Demonstrate knowledge of the political processes and skills needed to influence policy processes using advocacy.
- g) Demonstrate the skills to provide leadership for policy change.

### **Research: Knowledge, Skills, and Values**

- a) Demonstrate a basic understanding of the nature of qualitative and quantitative data and approaches to social work research.
- b) Demonstrate the knowledge and skills to critically evaluate existing social work knowledge.
- c) Demonstrate the knowledge and skills to locate existing research in various practice arenas, to critically evaluate existing research, and to use research to guide effective social work practice.
- d) Demonstrate knowledge of single subject designs as applicable to evaluating practice interventions with individuals, families, groups, organizations, and communities.
- e) Demonstrate knowledge of survey research and apply this knowledge to practice situations.
- f) Describe ethical issues in social work research, particularly with vulnerable populations.

### **Professional Social Work: Knowledge, Skills, and Values**

- a) Demonstrate commitment to social work values and to the professional code of ethics.
- b) Demonstrate the knowledge and skills to enhance professional practice through the appropriate use of supervision and consultation.
- c) Demonstrate the ability to communicate effectively in both written and oral forms with diverse client populations, colleagues, and members of the community.
- d) Demonstrate the ability for disciplined and ethical use of self in professional relations.



- e) Demonstrate the ability to critically examine one's values and beliefs and the effect of these values and beliefs on practice, services, and clients.
- f) Function effectively within the structure of organizations and service delivery systems.
- g) Apply critical thinking skills within the context of professional social work practice.
- h) Demonstrate the knowledge and skills to identify and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

### **Knowledge, Skills and Values in Field Education**

- a) Apply the knowledge, values, and skills of social work practice in a social service setting that reinforces identification with the purposes, values, and ethics of the social work profession.
- b) Demonstrate an integration of empirical and practice-based knowledge.
- c) Demonstrate professional competence.
- d) Demonstrate the achievement of program objectives.

## **BSW Course Descriptions**

### ***SW 231 Professional Social Work (3 credits):***

Surveys the Social Work profession, including but not limited to Social Work leaders of the present and past, Social Work theories, beliefs, values, and ethics, Social Work fields of practice, methods, special populations, and human diversity in a rural area. Introduces systems theory, person-in-environment and U.S. political spectrum. Discusses the Social Work Code of Ethics. Students engage in personal values clarification relative to this code.

### ***SW 251 Human Behavior in the Social Environment I (3 credits):***

Examines theories of human development from prenatal to old age using a multidimensional, multicultural perspective that includes bio-physical, psychological, social, economic, and spiritual. Students apply developmental knowledge to understand person and environment and demonstrate introductory level practice behaviors in observation and interviewing.

### ***SW 252 Human Behavior in the Social Environment II (3 credits):***

Examines theories and perspectives on human behavior in organizations and communities, including political-economic motivations, expectation sets, and joining behaviors in the rural context. Competencies for dealing with power differentials, negotiation, and coalition building are addressed. Issues associated with race/ethnicity, minority status, disabilities, and economic status involving vulnerable populations or at-risk population are emphasized. Students apply developmental knowledge and multidimensional perspectives through self-reflection, observations, interviews, and written analyses. Pre-requisite SW 251.

**SW 271 *Social Welfare History and Service Delivery Systems (3 credits):***

Examines the developmental history of social welfare with a focus on political, social, and cultural ideologies and systems during periods in European and American history. Explores the context for the development of social programs and the treatment of various out-groups, including persons considered poor, developmentally disabled, mentally retarded, ethnic and racial minorities, women, disabled, children, gay men and lesbian women, and religious minorities within the international community. Students analyze policy implementation of local social service delivery systems using a descriptive model of policy analysis. Pre-requisite: SW 231, 251, 252 or permission of instructor.

**SW 330 *Diversity in a Rural Setting (4 credits)***

Examines practice competencies needed for generalist social work practice in the context of the rural setting. Social issues (poverty, isolation, transportation, and housing) and theories related to the life experience of African Americans, Native Americans, Asian Americans, and Hispanic Americans. Explores cultures and heritages of these groups along with other social groups such as women and sexual minorities in the rural context. Discusses factors of service provision with emphasis on capacity building in rural communities and issues of accommodation, acculturation, and assimilation. Pre-requisite: Sophomore standing.

**SW 331 *Services to Children and Families (3 credits)***

Needs of children and families and services appropriate to satisfy these needs. Focuses on difficulties, strategies for intervention based upon a multi-cultural strengths perspective and rural practice context. Social Services for children and families are identified. Practice behaviors for legal and protective intervention, court process, and a variety of treatment interventions are explored. Field trips and/or agency guest lecturers provide an opportunity for on-site observation.

**SW 332 *Services to Elderly and the Differently Abled (2 credits)***

Practice behaviors and competencies of generalist social work practice with the geriatric population are addressed. Needs of the elderly and the physically and mentally differently abled are explored. Intervention and advocacy on behalf of these vulnerable populations is emphasized. Current services and alternatives will be considered. Rural context, myths and values will be discussed along with specific treatment modalities. Professional Social Work program course. Co-requisite: SW 435.

**SW 343 *Research Methods (3 credits)***

Introduces qualitative and quantitative world views and basic research methods, including developing single subject, survey, and grounded theory research designs to evaluate practice. Students develop competencies with critiques of research articles and application of existing Social Work knowledge and empirical research to design multi-level interventions and evaluation methods with individuals, families, groups, communities, and organizations. Students will demonstrate beginning generalist competency through individual and group projects. Professional Social Work Program course. Pre-requisite: PSYC 240 or MATH 232; SW 231, 251, 252, 271; Co-requisite: SW 343L.

**SW 343L *Research Methods Lab (1 credit)***

Students apply knowledge of SPSS and Qualitative software involving data entry and data analysis on data generated from group projects developed in SW 343 Social Work Research Methods. Students complete developmental assignments on use of SPSS and qualitative analysis. Professional Social Work Program course. Co-requisite: SW 343.

**SW 400 *Independent Study/Research (Elective - 1-3 credits)***

Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required. Pre-requisite: Permission of Instructor and Dean is required.

**SW 430 *Special Topics (Elective - 1-3 credits)***

Special topics in Social Work. May be repeated with a change of emphasis. Pre-requisite: Permission of Instructor.

**SW 431 *Generalist Methods Lab (1 Credit)***

Students acquire knowledge and practice behavior skill in professional use of self in various interpersonal situations, including professional interviewing, therapeutic relationships, and personal assertiveness. Students record role plays with peer evaluations, individually complete programmed learning exercises to demonstrate engagement, assessment, intervention planning with clients and evaluation of practice. Professional Social Work Program course. Pre-requisite: SW 231, 251, 252, 271; Co-requisite: SW 432.

**SW 432 *Methods I: Individuals and Families (3 credits)***

Examines Social Work interventions with individuals and families based upon Social Work research and theory, particularly resilience and the strength's perspective. Examines approaches to assessment, planning, implementation, and evaluation. Specific emphasis is given to Social Work practice behaviors and considerations of diversity when working with individuals and families. Professional Social Work Program course. Pre-requisite: SW 231, 251, 252, 271; Co-requisite: SW 431.

**SW 433 *Methods II: Therapeutic and Task Groups (3 credits)***

Examines a broad range of groups, with emphasis on group theory, the nature and uses of therapeutic and task groups, including group development, dynamics, facilitation skills, group assessments and outcome evaluation. Students demonstrate competencies, practice behaviors, and application of critical thinking, Social Work ethics in simulations and role plays with emphasis on assessment, design, and interventions with multi-cultural individuals, families, organizations and communities. Professional Social Work Program course. Pre-requisites: SW 343 and 432.

**SW 434 *Policy Analysis and Advocacy (3 credits)***

Examines theories on the development of public social welfare policy in the United States and explores the mechanisms and methods that sustain discrimination and oppression within policy processes. Competencies for advocacy including power

differentials, negotiation and coalition building are addressed. Examines historical content, process, political-economic, comparative, and constructivist models of policy analysis and applies these models to national and global social welfare issues for at-risk populations. Students demonstrate competencies through a policy analysis of a national policy with relevance to the local rural context, recommend proposed changes, and identify strategies for changing social welfare policies and practices. Professional Social Work Program course. Co-requisite: SW 433.

***SW 435 Methods III: Communities and Organizations (3 credits)***

Explores strategies and tactics for organizational and community change using a strength's perspective with attention to changing barriers to out-group participation in society and with attention to building systems responsive to the physical, psychological, social and economic needs of minority populations. Students demonstrate competency in organizational and community assessments, identify change targets, and propose strategies and tactics for creating change. Students participate in a significant community level project. Professional Social Work Program course. Co-requisite: SW 332, 434.

***SW 459 Pre-Field & Orientation (1 credit)***

Examines ethical dilemmas and ethical decision making, Social Work Code of Ethics, professional behavior, organizational entry, use of supervision, and field instruction policies and procedures. Field instructors and students complete written learning agreements with identified tasks that permit measurement of student attainment of practice behaviors and competencies applied in agency settings. Students complete a 16-hour orientation to assigned field agency. Professional Social Work Program course.

***SW 463 Professional Seminar (2 credits)***

Explores ethical issues and dilemmas and skills in collegial support and feedback through mutual problem-solving. Examines lifelong learning, job seeking, job interviewing, professional networking, state certification, state licensure and Social Work licensing boards, NASW membership, professional memberships, and graduate MSW applications. Students report progress on achievement of learning tasks and demonstrate use of empirical knowledge to guide practice-based assessments and interventions. Professional Social Work Program course. Pre-requisite: SW 459; Co-requisite: SW 464.

***SW 464 Field Practicum (10 credits)***

Provides a structured educational experience in an approved social service agency with an approved field instructor based upon a written learning contract. Students complete a variety of learning tasks that demonstrate practice behaviors and competencies of a beginning generalist Social Work Professional. Students should enroll for 10 credit hours and expect to work 34-36 hours per week for the semester for a minimum total of 450 hours. In special situations and with the approval of the Field Director, a student may register for 5 credit hours in each of two consecutive spring semesters Professional Social Work Program course. Pre-requisite: SW 459; Co-requisite: SW 463.

## Curricular Themes

The first curricular theme, the **strengths perspective**, asserts that systems of all sizes have strengths which can be called upon to empower individuals, families, groups, and communities. The strengths are resources available to utilize in the problem-solving process. It is strengths that should be emphasized in assessment and developed in capacity building.

The second curricular theme, **rural generalist practice**, emphasizes the unique assets and attributes of life in a rural frontier region. It emphasizes the importance of collaboration and network development, community capacity building, and resource development from a generalist practice perspective.

The third curricular theme, **person-in-environment perspective**, emphasizes the impact of the environment on the development of human personality and the reciprocal nature of relationships between human behavior and the social environment. It recognizes the ways social systems promote or deter people achieving health and well-being, and the impact of formal and informal discrimination. Identification and implementation of opportunities to redress the impact of social injustices and oppression are integrated within the curriculum.

## Pre-requisites for Practicum

Prior to making application for Field Practicum, students are expected to have completed prerequisite courses, as identified in the Social Work Student Handbook, including general studies courses, extra-departmental courses and to have completed or be enrolled in final Social Work courses. The Social Work Program does not grant prior learning or life experience credits. Students are to enroll in the co-requisite course, Professional Seminar, during the semesters in which they are taking Field Practicum. The Social Work Student Handbook provides a list of recommended course sequencing, and complete course descriptions. Students are encouraged to meet with the Social Work Program Field Director or Social Work Program Director if there are questions regarding the requirements prior to application for Field Practicum.

Prior to beginning Practicum, students are expected to have taken all requirements for graduation with the exception of SW 463 Professional Seminar and SW464 Practicum.

***Pre-Social Work Program – Extra Departmental Courses – 9 credits + 6 credits of general studies***

*ECON 130 (3-credit)*

*Family Law, LS 236 (3-credit)*

*Human Biology + Lab, BIOL 121/BIOL 121L (3-credit general studies requirement)*

*Statistics for Psychology, PSYC 240 (3 credits)*

*Introduction to Psychology, PSYC 131 (3 credits)*

***Pre-Social Work Program –Social Work Courses - 9 credits***

SW 231 Professional Social Work (3 credits)

SW 251 Human Behavior in the Social Environment – Micro I (3 credits)

SW 252 Human Behavior in the Social Environment – Macro II (3 credits)

SW 271 Social Welfare History and Delivery Systems (3 credits)

***Admitted to Social Work Program-Social Work Courses -36 credits***

SW 332 Services to the Elderly and Differently Abled (2 credits)

SW 337 Diversity in a Rural Environment (4 credits)

SW 343 Research Methods (3 credits)

SW 343L Research Methods Lab (1 credit)

SW 431 Generalist Methods Lab (1 credit)

SW 432 Methods I: Individuals & Families (3 credits)

SW 433 Methods II: Therapeutic and Task Groups (3 credits)

SW 434 Policy Analysis and Implementation (3 credits)

SW 435 Methods III: Organizations and Communities (3 credits)

SW 459 Pre-Field and Orientation (1 credits)

SW 463 Professional Seminar (2 credits, final semester)

SW 464 Field Practicum (10 credits, final semester)

## **II. Field Instruction Program**

Field Instruction is an integral part of the Social Work Program. It provides an opportunity for students to integrate knowledge, skills, and values learned in prior coursework. It provides an opportunity for students to put into practice those skills developed in practice and methods courses, apply the knowledge and values of the profession, and integrate empirical research to guide their practice. The practicum requires a minimum of 450 hours of practice in an approved human service agency setting. There are two components of Field instruction: Field Practicum and Professional Seminar which are to be taken concurrently. These serve as the capstone courses for integration of the learning outcomes identified in all previous Social work courses in the Bachelor's in Social Work Program.

The Field Instruction Program at Chadron State College is based primarily on a full-time block placement of no less than 34-36 hours per week in an agency setting. However, under special circumstances, it is possible with permission of the Social Work Program to complete Field Practicum and Professional Seminar over the course of two semesters. Prerequisite Social Work courses in the major must be satisfactorily completed prior to Practicum.

### **Educational Roles**

The Field Instruction Program is collaboration and shared responsibility of the Social Work Program, approved Field Agencies, Field Director, Faculty Liaisons, Field Seminar Instructor, Field Instructors, Task Supervisors, the Social Work Program Advisory Committee, and Students. All parties in this collaboration contribute to the establishment and maintenance of Field Practicum learning. The Field Practicum emphasizes the student's ability to apply theoretical concepts, knowledge, values, and skills in real practice situations. Field Instruction is distinct from job-training, volunteer experience or apprenticeship. Field Instruction is designed to provide a broad, integrated education which enables the student to develop the ability to know why a specific professional response is chosen in a given situation from a variety of potential responses. A brief description of the roles and responsibilities of the parties involved in this collaboration follows:

### **Department of Social Work**

The Department of Social Work agrees to:

- (a) Provide agency Field Instructors and Task Supervisors an initial orientation to the Field Instruction Program.
- (b) Provide Field Instructors and Task Supervisors instructional information regarding the Social Work Program curriculum including Mission, Goals, and anticipated student learning outcomes
- (c) Provide ongoing training and consultation for Field Instructors

- (d) Identify the faculty member who will serve as consultant/liaison between the Social Work Program and the Field Agency, and
- (e) Provide Field Instructors with information regarding the background, experience and education of students prior to pre-placement interviews with prospective students.

### **Field Agency**

The Field Agency agrees to:

- (a) Provide the employee designated as Field Instructor sufficient time for field instruction responsibilities including supervision time of a minimum of one-hour face-to-face per week
- (b) As necessary, allow Task Supervisors sufficient time for Task Supervision responsibilities
- (c) Assist in the selection of goals for the student which will meet the students' educational needs as written in the Learning Contract
- (d) Make available suitable space and working facilities for the student, consistent with what is appropriate for the proper functioning of any staff member and appropriate to the protection of client confidentiality
- (e) Provide transportation or reimburse for travel expenses incurred while carrying out agency responsibilities

### **Field Director and Faculty Liaison**

The Field Director is responsible for recruitment, approval, and collaboration with agencies interested and willing to supervise students. The Director provides Agencies with an orientation to Field Instruction Program, shares information about curriculum, and provides training to enhance the supervisory knowledge and skill of Field Instructors. The Field Director works with students to facilitate their application process, assess readiness for Field Practicum, and explores options for student placements. The Field Director will refer prospective students for pre-placement interviews between the students, Field Instructors, and Task Supervisors.

In most instances, the Field Director will also serve as the Faculty Liaison assigned as Chadron State College's contact for the student and Field Instructor while the student is in a Field Practicum.

In this role, the Field Director will:

- (a) Review student progress with the Field Instructor, task supervisors, and student
- (b) Provide guidance to Field Instructors in the selection of learning assignments and tasks
- (c) Interface with Field Instructors regarding needs or problems that they may experience in supervising a student's learning and
- (d) Share the Social Work Program's expectations for student learning based on the curriculum and expected learning outcomes. In the role of Faculty Liaison, the Field Director is responsible for signing the academic grade for the course based upon consultation with the Field Instructor and Task Supervisor.



## **Field Seminar Instructor**

The Field Seminar Instructor is the faculty member responsible for instruction for students enrolled in Professional Seminar. This course is to be taken concurrently with Field Practicum. Professional Seminar is designed to facilitate the integration of classroom instruction with the practice experiences in Field Practicum. Professional Seminar is to be utilized to process concerns and/or needs relative to the Field Practicum experience and provide feedback to students with respect to assignments shared in the seminar sessions. The Field Seminar Instructor/Professional Seminar Faculty will evaluate and share with the Program Director both the student's abilities to articulate the integration of theory and practice and any special concerns that students may have about their Field Practicum experience.

## **Field Instructor**

The Field Instructor is expected to carry primary responsibility for the instruction of the student although other staff members may participate in the educational process and carry a secondary responsibility for the instruction of students. The Field instructor is expected to:

- (a) Provide a minimum of one hour of face-to-face supervision/instruction per week,
- (b) Identify learning experiences for the student which will facilitate the opportunity for application and integration of Social Work knowledge, values and skills,
- (c) Participate in any trainings recommended for Field Instructors conducted by the Chadron State College Social Work Program,
- (d) Provide required written and oral assessments and evaluations of student progress
- (e) Recommend a grade for the Field Practicum course, and
- (f) Communicate in a timely manner to the Field Director any special student performance problems related to educational, physical, or psychological difficulties which may arise in order to allow for corrective advising/actions.

Prospective Field Instructors are required to show evidence of a BSW or MSW degree with at least two years of field experience to serve as Field Instructor for review by the Field Director with the Chadron State College Social Work Program.

## **Task Supervisor**

The Task Supervisor's role is to provide specific educational support for the learning of knowledge and skills applicable to the practice setting of the Field Agency in which the student is placed for Practicum. The Task Supervisor will:

- (a) Function in a supportive role to that of the Field Instructor.
- (b) Provide input toward the written and oral assessments and evaluations of student progress in the development of those specific knowledge and skills.
- (c) Review Field Manual and Field Orientation materials provided by Field Director.
- (d) A Task supervisor is not required to have a social work degree. However, this individual is expected to have expertise in areas related to student supervision.

## **Advisory Committee**

The Social Work Program Advisory Committee, chaired by the Field Director, is composed of BSW or MSW professionals from the community, and two social work students. Community representatives are recommended by the faculty and Field Instructors, and student representatives are selected by the Social Work Club President.

The purpose of the Social Work Program Advisory Committee is to advise the faculty on policies, procedures, and any problems which arise related to Field Instruction. The Social Work Program Advisory Committee, without the student representatives participating, may be utilized to guide the Field Director in assessment of student readiness for Field, review of student applications for Field practicum, and recommendations for Field placement assignments. The Committee reviews and makes recommendations regarding the course of action in situations where a student placement is interrupted or prematurely terminated.

## **Practicum Student**

The practicum student is expected to:

- a) Practice within the values and ethics of the Social Work Profession as outlined in the NASW Code of Ethics.
- b) Take responsibility for the designation of learning needs and goals, development of learning contract, following through on Field assignments, and participating in the supervisory process with the Field Instructor, Task Supervisors and Field Practicum Director.
- c) Respond constructively to evaluations of performance and suggestions for improvement.
- d) Notify the agency in the event of unavoidable absences, allowing time for the arrangement of necessary coverage where possible.
- e) Arrange to make up for excused absences.
- f) Attend and participate in Professional Seminar, demonstrating collegial support and cooperation by adequate preparation in the presentation of cases, research, and peer feedback.
- g) Adhere to the policies of the agency, the Social Work Program, and Chadron State College.
- h) Complete the required clock hours in accordance with the semester calendar of the College.

### III. Policy and Procedures

In this section of the Field Practicum Manual, the criteria and process for selecting Field Agencies, Field Instructors, Task Supervisors and process of training is discussed. It details the process of Field placement for students including pre-placement consultation/seminars, pre-placement interviews with Field Instructors, completion of the Application for Field, requirements if requesting placement in agencies not previously approved by the Social Work Field Instruction Program, or in agencies in which one is employed. Criteria used in assessment of student learning needs and matching agencies and Field instructors with students in order to maximize the student's learning experience are outlined in this section. Finally, policies are outlined related to sharing of student information, placement in places of paid employment, sexual-harassment, personal safety, discrimination, and accommodation for disabilities in Field Placement.

#### **Selection of Field Agencies, Field Instructors, and Task Supervisors**

The selection of Field Agencies and Field Instructors is an important aspect of Social Work curriculum development. The Field Director maintains responsibility for identification of appropriate Field Agencies, the suitability of a particular agency as a training site, and the Field Instructors' qualifications for providing Field instruction. Criteria for selecting Field agencies and Field Instructors are in accordance with the Curriculum Standards of the Council on Social Work Education in the policies of the Social Work Program at Chadron State College (Table B 1.1: Criteria for Selection of Field Instruction Agencies).

Prospective Field Instructors and Task Supervisors are required to provide evidence of their eligibility for review by the Field Director and to study program orientation materials provided by the Field Director.

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

Potential Field placement agencies may be recommended to the Field Director by students, faculty, community members, and Social Work Program Advisory Committee members. Potential Field placement agencies are required to review and to complete an Educational Affiliation Agreement with Chadron State College, Social Work Program (See the Agency/College Affiliation Agreement in Appendix F). The Affiliation Agreement details the agreements between the parties and requires agencies to endorse a set of criteria in relation to the agency and in relation to the educational nature of the placement (See Table B 1.1: Criteria for Selection of Field Instruction Agencies). The Field Director is responsible to assess the agency's compatibility with the Social Work Program selection criteria, to make a site visit, and to recommend approval or disapproval to the Social Work Program Director.

Potential Field Placement Agencies are asked to review and complete the ***Social Work Program/Agency Agreement*** (see Appendix F). This agreement endorses a set of agreements between the Agency and the Social Work Program at Chadron State College.

It endorses a set of criteria regarding the educational nature of the placement, and what both parties expect from each other in this educational collaborative. The Field Director is responsible to assess the agency's compatibility with Program selection criteria and to recommend approval or disapproval to the Social Work Program Director. In collaboration with the agency, the student completes the *Agency Data Sheet* (see Appendix C), which provides information to students regarding the learning opportunities available at that agency and the populations served.

**Table B 1.1 Criteria for Selection of Field Instruction Agencies**

1. The Agency provides a sanctioned human service.
2. The Agency can provide an opportunity for students to gain generalist social work practice experience in working with client systems of all sizes: individuals, groups, families, organizations and communities. Students can be allowed an increasing degree of autonomy in working with clients as the practicum progresses.
3. The agency is willing to assist the student, as an aspect of the task specific Learning Contract, in developing a research and intervention opportunity in policy either for the organization, the community, and specific populations served, or at the state or national level.
4. The agency provides an opportunity for students to utilize the network of human services and resources available in the community in meeting clients' needs.
5. The agency is willing and able to provide resources to students including release time for student supervision and evaluation by Task Supervisors and Field Instructors, workspace, and other resources necessary for students to perform as professionals.
6. The agency is willing and able to provide Field Instructors who have Council on Social Work Education accredited BSW or MSW degrees plus 2 years of experience. If there is no BSW or MSW available at the agency, the Social Work Field Director will arrange for students to have one hour a week of supervision with a BSW or MSW.
7. The administration of the agency is supportive of students completing a practicum experience in their agency and is willing to support the Field Instructor and/or Task Supervisor by providing time for them to engage in supervision, consultation, and evaluation of student interns.
8. The agency will respect that students must adhere to Social Work values and ethics.
9. The agency is willing to follow procedures outlined in the Social Work Field Manual.
10. The agency is willing to complete an approved Agency Agreement between the Agency and Chadron State College.
11. The Agency adheres to the provisions of the Title VII of the Civil Rights Act of 1964, Titles I & V of the Americans with Disabilities Act (ADA), Age Discrimination in Employment Act of 1967 (ADEA), Title IX of the Educational Amendment s of 1972, and Section 503 and 504 of the Rehabilitation Act of 1973. As such, the agency will accept students without regard for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

### **Table C 1.1 Criteria for Selection of Field Instructors**

- 1) The Social Work Program requires Field Instructors have 2 years of experience and be BSW or MSW graduate from a CSWE accredited Social Work program.
- 2) Field Instructors must be willing to provide the necessary time to supervise students and ensure an educational focus to their learning in practicum, including no less than one hour of face-to-face supervision with the student per week (bi-weekly for students in half-time placements).
- 3) Field Instructors will adhere to Field Instruction Orientation provided by the Social Work Program at Chadron State College.
- 4) Field Instructors are willing to assist students in developing task specific learning contracts, in completing evaluations of student performances, and serve as role models and mentors to their students as future colleagues.
- 5) Field Instructors will assure that in the case a student is employed in the Agency where he/she is in Field placement, that the student is working with
  - a) A different supervisor and, b) A different population or c) A different mode of service provision and that the student's time for practicum is protected.
- 6) The Field Instructor agrees that he/she will work with students in accordance with all applicable state and federal laws. In particular, the Field Instructor agrees that he/she will work with social work students regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

### **Table C 1.2 Criteria for Selection of Task Supervisors**

- 1) Task Supervisors must be employed by a sanctioned human service agency.
- 2) Task Supervisors do not necessarily need to have a social work degree; however, they should have expertise in a specific area.
- 3) Task supervisors will collaborate with BSW and MSW Field Instructors and Social Work Program Faculty to plan task-specific Learning Contract goals, knowledge, and skill acquisition to perform student evaluations.
- 4) The Task Supervisor must provide opportunities for students to gain generalist social work practice experience with an increasing level of autonomy as the practicum progresses.
- 5) The Task Supervisor must be willing to immediately alert the Field Director and Field Instructor of any problems in student performance, attendance, boundaries or confidentiality concerns.
- 6) The Task Supervisor must be willing and able to facilitate student learning, serve as a role model in professional ethics, and be willing to follow procedures outlined in the Social Work Field Manual.

- 7) The Task Supervisor agrees that he/she will work with students in accordance with all applicable state and federal laws. In particular, the Task Supervisor agrees that he/she will work with social work students regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

## **Field Instructor and Task Supervisor Training**

Field Instructors and Task Supervisors approved by the Social Work Program are provided with web-based education and/or other orientation and training. This education program was created by the Field Director to supplement the training and education of Field Instructors and Task Supervisors when they meet with the Field Director to review the Field Manual. Included in the web-based instruction/Field Manual educational program is the orientation to field instruction, program goals and objectives, curricular themes, the Social Work Code of Ethics, creating Learning Contracts, and the use of integration of policy and research projects. Also included in the overall education of the Field Instructors and Task Supervisors are topics such as student supervision, confidentiality, client self-determination, social work liability, practice evaluation, and safety protocols. Field Instructors and Task Supervisors are invited as necessary to participate in field training opportunities.

## **Criteria for Selection of Practicum Sites**

The content areas outlined in Table E 1.1 are considered minimum expectations when selecting a Practicum site and internship experience for **generalist** Social Work students.

**Table E 1.1 Criteria for Selection of Practicum Sites**

- 1) Provision of a comprehensive orientation of the student to the agency staff, client systems, agency policies and procedures, safety concerns, supervision expectations and requirements, casework requirements, legal and ethical requirements, etc.
- 2) Provision of the opportunity for students to engage with client systems of all sizes and provide a substantial amount of client contact with approximately 60% of the time at the internship involving direct work with client systems of all sizes (i.e., individuals, families, groups, organizations, and communities.). The student is expected to eventually begin carrying a workload that includes individual and family clients, group facilitation, organizational activities, and community interventions.
- 3) Provision of the opportunity of exposure to one or more theoretical practice frameworks (with individuals, couples, families, or groups) directly or through observation.
- 4) Ability and willingness to assist students in designing learning opportunities in a variety of areas identified in the Field Instruction Learning Outcomes that will permit students to observe, participate, and demonstrate their knowledge, skills, and values.

- 5) Completion of a Learning Contract outlining specific learning outcomes, objectives and activities consistent with the goals and objectives of the Social Work Program.
- 6) Provision of opportunities for students to integrate the knowledge they have acquired in classes with the skills for competent practice:
  - A. Experience with case management and networking responsibilities.
  - B. Experience with case work, documentation, developing and evaluating plans for client systems of all sizes including demonstration of leadership of therapeutic and task groups.
  - C. Completion of a case assessment with feedback from the Field Instructor.
  - D. Participation in agency administrative meetings, policies and procedures, and case staffing.
  - E. Participation in multidisciplinary or inter-agency meetings.
  - F. Exposure to and development of competence in working with a diverse client population.
  - G. Exposure to advocacy experiences on a macro level, if possible.
  - H. Opportunity to participate in an agency-based research project.
  - I. Project management activities or tasks involving direct work with documents, research/evaluation projects, policy analysis activities, or working on tasks related to the agency mission and goals.
  - J. Opportunity to assess and apply research methodology to evaluate agency effectiveness through program evaluation processes.
  - K. Opportunity to analyze an organizational system and its impact on clients and vulnerable populations; to propose organizational changes, plan and implement an organizational change and/or a community project, demonstrating leadership knowledge and skills.
  - L. Provision of open communication with the Field Instructor and Field Director on the quality of the field experiences and learning needs, in addition to areas of concern.
  - M. Exposure to culturally competent administrative practices within the agency.
- 7) Opportunity to review the quality management plan of the agency and participate in the quality management activities of the agency.
- 8) Provision of opportunity to identify agency policies, analyze policies, propose policy alternatives, and implement change under the supervision of the Field Instructor as appropriate.
- 9) Opportunity for involvement in the agency's use of technology to manage data and to have exposure to data management techniques.
- 10) Opportunities to observe, participate in and, if possible, facilitate agency administrative, community and/or legislative meetings.

## IV. Application for Field Practicum

Students are advised to begin planning for their Field Practicum experiences when they are admitted to the Social Work Program. The process begins with ongoing discussions between the student and his/her academic adviser.

The semester prior to entering Field Practicum, the student submits a Letter of Intent to Enter Field Practicum and schedules an individual interview with the Field Director. After that interview, the student submits an Application for Field Practicum to the Field Director. The Field Director notifies the Social Work Program Director and initiates Faculty Review process to evaluate the student's readiness to enter a field placement. Only those students who have been recommended for Field instruction through the Faculty Review process will be approved for practicum placement. The Social Work Program Advisory Committee may be asked to recommend field placement sites and Field Instructors or Task Supervisors. Students are notified of the Faculty and Advisory Committee recommendations. Students schedule to meet with the Field Director to discuss opportunities available at the agencies and how their learning needs can be met. The Field Director may discuss learning opportunities for the student with agencies identified by the student, faculty or Advisory Committee.

One semester prior to entering Field, the student is required to successfully complete **SW459 Pre-Field and Orientation**. During this course, students will schedule Pre-Field Interviews, reach mutual agreement with an agency and complete a Practicum Agreement and Learning Contract in collaboration with the Field Instructor and Task Supervisors, if any. Students will undergo a criminal background check through the Chadron State College Social Work Program. Students involved in a paid placement or doing a placement in an agency in which they are employed are required to meet with the Field Instructor, Task Supervisors, and Field Director to complete learning contracts prior to beginning of the practicum. The application process encourages students to assess their readiness for Field, examine their individual learning needs, and explore their preferences of agency settings for Field practicum. The process encourages students to take initiative in defining learning tasks during their Field experience.

### Submission of Field Practicum Applications

Prior to making application for Field, a **Letter of Intent to Enter Field** must be on file in the Field Director's office. The student is advised to keep a copy for his/her records.

#### Contents of Application for Field Practicum

- Application for Field Placement
- Personal Statement
- Personal résumé
- Under very unusual circumstances, a written Request for Consideration for Concurrent Placement.



- Request for consideration to do a placement in an agency where employed, or a paid placement.
- Written statements regarding prior practicums, if any.
- Three reference letters (These are the three letters used for your Application into the Professional Program.)

### **Procedures and Timeline for Application for Field Practicum**

Planning begins for Field Practicum experiences when admitted to the Professional Social Work Program through ongoing discussions between the student and his/her academic adviser.

The semester prior to entering Field Practicum:

- The student submits a Letter of Intent to enter Field Practicum and schedules an individual interview with the Field Director.

Following the interview with the Field Director:

- The student submits an Application for Field Practicum to the Field Director while enrolled in SW 459.

The Field Director may discuss learning opportunities for the student with agencies identified by the student, faculty or Social Work Program Advisory Committee.

**One semester prior to entering Field, the student is required to successfully complete SW459 Pre-Field.** During this course, the Field Director and student will schedule Pre-Field Interviews, reach a mutual agreement with an agency and complete a Practicum Agreement and Learning Contract in collaboration with the Field Instructor and Task Supervisors, if any.

### **Student Notification of Field Faculty and Advisory Committee Recommendations**

The Field Director will notify the students of Faculty and Advisory Committee recommendations with regard to acceptance into the Field program and practicum sites. The Field Director contacts the Field Instructor and Field Agency to discuss placement of the student in the agency. The student's Application for Field Placement and Personal Statement are forwarded to the Field Instructor. The student has signed a waiver in their Application for Field Practicum granting permission for the sharing of information with potential Field Instructors and supervisors on the Application for Field Placement.

### **Criteria for Matching of Student Learning Needs and Practicum Sites**

The Social Work Program encourages all students entering field practicum to identify their individual learning needs and assume responsibility for shaping their educational process. From the beginning of the Program, students are encouraged to explore their interests and volunteer at agencies in which they may later want to do a Practicum. They

are encouraged to become familiar with agencies in the area through coursework in research, policy, practice and methods courses. It is anticipated students will have identified two or three areas of interest and agencies in which they may want to complete Practicum prior to enrolling in *SW 459 Pre-Field and Orientation*.

Prior to beginning field practicum, students are required to successfully complete *SW 459 Pre-Field Orientation*, in which the expectations and responsibilities of the field program are communicated, both verbally and in written handouts. The learning outcomes and objectives are operationalized in the student's Learning Contract, which is created while the student is enrolled in SW 459 and, subsequently, used as a roadmap and tool in evaluating the student's progress.

<b>Table B .1.1 Criteria for Assessment of Student Learning Needs and Factors Considered in Matching Students with Practicum Agencies:</b>
<ol style="list-style-type: none"> <li>1. Degree of preparation for Practicum demonstrated by work completed in Pre-Field and educational preparation demonstrated by performance in all Social Work courses and professional organizations.</li> <li>2. The breadth, depth and relevance of a student's prior employment experiences identified by the student and interpreted by the faculty and Advisory Committee (I.e. work with diverse populations: racial, cultural and religious groups, individuals of diverse sexual orientations, and years in the field).</li> <li>3. Maturity and personal development during the Professional Social Work Program:               <ol style="list-style-type: none"> <li>A. Extent to which student works autonomously. Ability to respond to directions.</li> <li>B. Need for structure as evidenced by Student's work habits in the classroom.</li> <li>C. Written and verbal communication skills as identified by Student and faculty.</li> <li>D. Response to or stated preference for particular supervisory style or gender.</li> <li>E. Risk taking and response to challenges and stress.</li> <li>F. Student's abstract and concrete thinking skills as identified by faculty.</li> <li>G. Nature and extent of Student's assertiveness and interpersonal skills.</li> <li>H. Personal factors (prior emotional experiences, family or transportation issues)</li> </ol> </li> <li>4. Student's individual interests, career goals.</li> <li>5. Learning opportunities at the Practicum Agency and the nature of the placement.</li> </ol>

### **Pre-Placement Interviews**

Pre-placement interviews serve to establish the compatibility of the student, field instructors, task supervisors, and field agencies. The student, Field Instructor and Task Supervisors explore interests, goals and learning objectives, learning opportunities available in the agency, personal and professional interests and limitations in order to assess the mutuality of their needs and interests. After the student has interviewed with the prospective agencies, both the Field Instructor and the student take the initiative to contact the Field Director and report on the acceptability of the placement. If there is mutual acceptability, the Field Director notifies the student and Field Instructor. The student is assigned to the placement site. If mutuality of acceptance of the student by the

Field Instructor/Field Agency cannot be obtained, the Field Director will meet with the student to discuss the reasons for the decision and to explore alternative Field Instructors/Field Agencies. The Field Director will also assist with coordination of the plan between agencies, the Field Instructor, and any Task Supervisors in the case of a joint agency collaboration. Should mutuality not be obtained, the Field Director will meet with the student to discuss the reasons and explore an alternate combination of agencies and Field Instructor (or develop a plan for supervision by the Social Work Field Faculty to assure Social Work perspective when no CSWE accredited BSW or MSW Field Instructor is available).

### **Pre-Placement Interview Process**

**Purpose:** To finalize tentative decisions: 1) the Field Instructor can decide if he/she and the student will be compatible and if the agency can meet the student's learning needs and 2) the student can decide if the agency can meet his/her needs.

**Length:** ½ to 1 hour long, as a general rule

**Preparation:** Some students are anxious or nervous and may react by being passive during the interview. Students need to approach the interview as though it is important and competitive. It will also provide an opportunity for them to decide if this is the placement they want, and it will aid the agency Field Instructor in deciding the appropriateness of the student's placement in this setting. It is a way to set the stage and get started on the right foot.

#### **HOW TO PREPARE:**

- 1) Consider dress (dress in a professional manner). Discuss with faculty if in doubt.
- 2) Treat it as a job interview.
- 3) Be professional with all individuals you encounter (this includes receptionists, secretaries, etc.)
- 4) Study the agency; review any written material about the agency.
- 5) Review what you have included in your résumé and application materials.
- 6) Come prepared to discuss your learning needs:
  - Why are you interested in this agency?
  - What do you hope to get out of this experience?
  - What do you know about the client groups served?
  - What are your perceptions of what social workers do in this agency?
  - What are your strengths and learning needs?
  - What are your career goals?
  - What is your past experience?
  - What are your supervisory expectations?

#### **DURING THE INTERVIEW:**

- 1) Be on time.
- 2) State your learning needs clearly.
- 3) Communicate concern and compassion for clients served.

- 4) Listen closely.
- 5) Answer questions honestly.
- 6) Show interest.
- 7) Be an active (not passive) participant.
- 8) Emphasize your strengths.
- 9) Discuss any personal extenuating circumstances which may impact placement.
- 10) Do not express negative viewpoints about instructors, peers, agencies, etc.
- 11) If appropriate, discuss starting date and hours.

**Table C1.1: Examples of Questions a Practicum Student Might Want to Ask the Prospective Field Instructor**

1. Did the application materials raise any questions about my interest and abilities that I can answer for you?
2. Please describe for me my learning opportunities in this practicum setting.
3. What do you consider to be ideal experiences for students in this practicum setting?
4. What is the largest single problem or issue facing the organization that I should know about? How would this affect my learning?
5. Please tell me about the primary client system with which I would be working.
6. What kinds of expectations/results would you like to see from me as a practicum student?
7. May I talk with other social workers and staff in this agency about their functions and responsibilities?
8. Is there anything else I can tell you about my qualifications, abilities, or interests?

**Table C 1.2 Examples of Questions That May Be Asked by Prospective Field Instructors**

1. Why are you interested in a practicum in this setting?
2. What do you believe qualifies you for this practicum?
3. What do you believe you will contribute to this agency?
4. Tell me about your social work-related experiences.
5. Describe your educational goals.
6. What social work courses do you like best/least and why?
7. If you had complete freedom to choose any practicum setting, which would you choose and why?
8. How do you believe you fit the requirements of this practicum setting?
9. What do you feel are your greatest strengths and limitations?
10. What kinds of people appeal most/least to you as potential clients?

## **Sharing of Personal Information with Field Instructors**

You are expected to share information that is relevant to your field placement. “Relevance is defined as having a direct impact on field placement. Information is relevant if it may affect clients, Field Instructors, agency staff, or the learning process.” (Yepez, Reeser, and Wertkin, 1994). Information can be seen as relevant if it relates to practice, to knowledge, values, skills of the profession, impacts your ability to succeed or function professionally in a setting, or impacts the ability to protect clients and place their needs as primary in treatment. Examples of issues in an individual’s personal life that could have the potential to impact a field experience are caregiving roles, domestic violence or stalking issues, serious chronic health issues, prior psychiatric or substance abuse treatment, history of being or a family member being a victim of sexual abuse or assault, committed a crime, had performance problems in classes, or a prior field placement or job. The setting in which an individual is completing their field experience may also impact relevance. For example, if you want to work in a domestic violence program and were ever a victim of family violence, you will probably want to share that. If a chronic health problem might affect your performance of your field responsibilities, or if you have been in foster care and your proposed practicum is in child welfare services, you would probably want to share that. It is your responsibility as a student to share such information with the Field Director and your Field Instructor and/or Task Supervisor.

Information in the Application and all relevant personal information may be shared with faculty liaisons and Field Instructors. Relevant information may come from classrooms, practice labs, field seminars, and written and verbal information from the student. Information will be shared if it enables an appropriate placement, protects clients, provides informed choice by Field Instructors, or protects students. Students who feel personal information has been misused may appeal the Advisory Committee for assessment and recommendations. If the matter is not resolved at this level, they may appeal the committee’s recommendations through appropriate channels starting with the Social Work Program Director, the Departmental Chairperson, and moving up to the next step if satisfactory resolution is not reached.

Source: A Model Policy on Sharing Sensitive Information with Field Instructors. Yepez, Reeser, and Wertkin. Paper presented at the Annual Program Meeting of the Council of Social Work Education, Atlanta, 1994.

## **Accommodations in Field for Students with Disabilities**

The Social Work Program and Field Education faculty are committed to the value of human diversity and the value of each unique individual. Considerable contributions have been made to the helping professions by those who have accomplished much in the face of adversity and whose personal attributes may have been historically perceived as barriers. It is with this attitude of seeking to enhance the realization of human potential that the Social Work Program and Field Instruction offers to assist in arrangements for

accommodation to our students with disabilities. Because accommodation may greatly impact your field placement options or placement preferences, it is recommended students discuss their needs with the Field Director and other faculty before the Pre-Field course is completed. Please be aware that should a health, substance abuse, or mental health issue interfere with the successful completion of your Practicum experience, corrective intervention may be required of a student prior to resumption of the Field Practicum experience.

If you have a disability and desire a disability related accommodation(s) for a Field Practicum Experience, you should contact the Social Work Field Director to inform him/her of the accommodation(s) you require at least 3 months prior to entering the field. You do not have to disclose the nature of your disability to the Director when requesting the accommodation(s) you require. The Director may refer you to a Disability Specialist at the Disability Support Services (DSS) office to establish eligibility for the requested accommodation(s). Once the need for an accommodation(s) has been established, the Director will work with the agencies regarding implementation of the accommodations. A written understanding regarding the nature of the accommodations to be made, the payment of expenses for the accommodations and the general procedures for handling accommodations during field placement will be approved in writing by the agency, the department and the student.

If a student begins a field practicum, then subsequently requests accommodations, it may be necessary to suspend the practicum until a statement of disability from Disability Support Services can be obtained, and arrangements made for accommodations. Students are encouraged to address these issues prior to SW 459 Pre-Field. All reasonable efforts will be made to provide accommodations in field instruction and to facilitate successful completion of the BSW program for students with disabilities. The Social Work Program is committed to diversity in the field of Social Work and recognizes the valuable contributions made by those individuals meeting unique challenges. Students are informed that at times, no appropriate field practicum site can be arranged locally in which needed accommodations are available. A student may need to re-locate to accomplish field experience or it may require additional time to establish an agreement with a field agency. Faculty will work with students to locate appropriate placement agencies which also meets other requirements of the Social Work Program; however, these efforts are not guaranteed to be successful. The student is always free to contact Disability Support Services for assistance in obtaining accommodations.

## **Practicum Agreements and Learning Contracts**

The Practicum Agreement needs to be completed shortly after the student is officially notified in writing by the Field Director of his/her placement and needs to be on file in the Field Director's office before the student begins Field placement. Completing the Practicum Agreement begins the focus on learning interests and outcomes expressed through the completion of the Learning Contract.

## **The Learning Contract**

Field Practicum experience is based on a collaboration in which the Field Instructor, Task Supervisor, student, and the Social Work Program have a shared vision and expectations of learning outcomes. In order for students to maximize the Field experience, a collaborative effort is required of all involved in the development of the student's Learning Contract. It is an essential component of the Field Practicum and serves as a framework for structuring the placement experiences for the benefit of the student, makes the learning focus more explicit and educationally directed, and provides assurance on the part of the agency that the necessary Field experiences will be provided. The Learning Contract is also used as a primary instrument for evaluating the student's progress toward meeting his/her learning objectives throughout the practicum experience.

The learning objectives that define Social Work Field Practicum are established by the Social Work Program in accordance with the Council on Social Work Education. An individualized student Learning Contract provides a structure for an intentional Field Instruction experience. It facilitates the Field experience and learning by: 1) defining strategies and the tasks the student will carry out in the agency, 2) identifying the learning objectives and outcomes to be achieved, and 3) providing the student and agency staff structure with which to make a more productive use of practicum time. The process of building a Learning Contract is reflective of the current emphasis in human service agencies on goal setting and outcome assessment. Although the students are placed in agencies for their education and are thus involved in a "learning contract" rather than a "performance contract," they are, nevertheless, evaluated on their demonstration of knowledge, skills and values. It is anticipated that students will show developmental processes in the acquisition of knowledge, skills, values, and professional identity while in Field Practicum, and the Learning Contract establishes a rational and intentional plan whereby that growth can and will occur.

The Learning Contract provides the framework directing the actions of the student with the expertise of the Task Supervisors and the interventions of the Field Instructor. It provides methods and tools for evaluation; the student and Field Instructor meet for regularly scheduled supervision, during which they evaluate progress toward achievement of the learning objectives. Learning contracts and the tasks associated with them are subject to revision based upon student self-assessment and Field Instructor evaluation, and unanticipated opportunities for learning that arise during the term.

The Learning Contract is developed at the beginning of the Field Practicum jointly between the student, Task Supervisor, Field Instructor, and Field Director. At the time of the Field Director's visit to the agency to meet with the student and the Field Instructor, the contract is discussed in detail to determine that learning objectives can be met. Additional learning experiences are then negotiated between the Field Director, the Field Instructor, and the student based on the learning needs of the student and his/her current level of knowledge and skill.

**The Field Practicum, in combination with the Professional Integrative Seminar, serves as the capstone course for the Social Work Program. By the completion of the Practicum, students are expected to have attained the knowledge, skills, and values reflected in the successful attainment of all Learning Outcomes of previous Social Work courses and as stated in the Social Work Program Goals and Objectives at the beginning of this manual. The Field Instruction Learning Outcomes are identified by the Social Work Program as foundational to beginning generalist social work practice.**

### Field Instruction Learning Outcomes

#1	Demonstrate the knowledge and skills of a beginning generalist social worker by demonstrating your skills and knowledge in working with (a) <i>individuals</i> , (b) <i>families</i> , (c) <i>groups</i> , (d) <i>organizations</i> , and (e) <i>communities</i> and (f) local, state, and federal regulatory and legislative entities.
#2	Demonstrate an ability to identify ethical dilemmas and use ethical <i>reasoning</i> in ethical dilemmas present in social work practice situations.
#3	Develop and demonstrate by knowledge and behavior, <i>identification with the purposes, values and ethics of the social work profession</i> : commitment to clients' right to confidentiality and self-determination, appreciation of the importance of relationships and dignity and worth of individuals, commitment to social, economic and legal justice, and commitment to professional competence and the ethical use of self.
#4.	Develop and demonstrate an understanding and valuation of <i>human diversity</i> with sensitivity to race, ethnicity, gender, sexual preference, age, political orientation, mental and physical disabilities, alternative lifestyles, economic and marital status. Demonstrate skill in working with the <i>diverse client system</i> representing vulnerable populations within this region.
#5	Demonstrate <i>critical thinking</i> skills and apply social work theories utilizing strength-based, person-in-environment and systems perspective in the problem-solving process including analysis of complex situations, application of intervention, and evaluation of interventions at all systems levels.
#6	Function effectively within <i>rural organizations and service delivery systems</i> including agency, community and interagency collaborations, incorporating the unique assets and attributes of a rural frontier region and utilization of formal and informal networks by and for client systems at all levels.
#7	Demonstrate the ability to <i>communicate effectively in written and verbal forms</i> and engage in appropriate working relationships with colleagues and diverse client populations.
#8	Demonstrate professional knowledge and skill to assist client systems at all levels to define, develop and implement <i>capacity building strategies</i> , determine and



	achieve <i>their goals</i> , utilize their <i>strengths</i> to create change, and identify tools with which to empower individuals, families, groups and communities.
#9	Demonstrate the ability to locate, to interpret, and integrate empirical and practice-based knowledge and to use <i>findings from research to inform and evaluate practice</i> with clients at all system levels.
#10	Demonstrate implementation of appropriate research methodology to design and to <i>carry out research/program evaluation</i> which is responsive to the needs of clients and host agencies.
#11	Demonstrate the ability to research and analyze policies, identify potential targets for effective policy intervention, plan and implement appropriate <i>policy interventions</i> , and <i>serve as an advocate</i> for client populations.
#12.	Demonstrate the knowledge and skills to enhance professional practice by <i>appropriate use of training opportunities, supervision, peer consultation, and self-reflection</i> in professional relations with diverse peoples at all system levels.
#13.	Demonstrate knowledge, skill and professional competence in <i>preparation for Graduate level study</i> in Social Work.

### **Negotiating the Learning Contract**

1. In a conference with the Field Director, Field Instructor, and Task Supervisor(s), the student discusses what he/she hopes to get out of the placement. The conference serves to aid in clarification of what the Field Instructor and the collaborating agencies have to offer.
2. Based on input from the conference, the student completes the Learning Contract in the presence of the Field Director, Field Instructor, and Task Supervisor.
3. The student will provide an original copy to the Field Director, keep one copy, and give one copy to the agency.
4. The Learning Contract will be signed during a conference between the student, the Field Instructor and Field Director prior to the beginning of the Field Practicum.

### **Corrective Action Plans**

If certain objectives have not been met by the student within the specified time period, a Corrective Action Plan is developed by the Field Director and the Field Instructor which identifies the student's deficiency, the action(s) to be completed by the student in correcting the problem and the target date, the action(s) to be taken by the supervisor, and the completion date. Please review Section XIV Student Evaluations and Section XII Early Termination of Practicum.

## V. Time in Practicum Policy

### Reporting to the Field Agency

All students are to report to the agency on the date determined by the Program and the agency (usually the second day of the semester), but not before the first day of the semester for which they registered. Students will adhere to regular agency hours as established by the Field Instructor and are responsible for immediately notifying the Field Instructor anytime they will be late in reporting to the agency or absent for any reason. No student is allowed to begin an internship until the Practicum Agreement has been appropriately signed by the Field Instructor and submitted to the Field Director. Learning Contracts should be negotiated, finalized and submitted.

Students are required to complete a **minimum of 450 hours** in their field placement for a total of 10 Credit Hours. They are expected to earn those hours over the duration of the term and will not be allowed to consider the practicum complete before the end of the semester simply based on having met the required minimum of 450 hours (225 for half time 5 Credit Hours). Refer to: <https://app.policyiq.com/ChadronStateCollege/Content/View/3505?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>

### Leave Time: Holidays, Vacations, Exam Week

1. Students are expected to act responsibly in internships. Any compensatory time accumulated (which should be minimal) can be taken only with the permission and pre-approval by the agency Field Instructor. The Field Director must be notified by the student of any leave time or illness. Any leave time must be coordinated with the agency supervisor. Students reported for excessive absences in the internship may receive an unsatisfactory grade in the quarters and are required to make up the time deficiency. Other policies regarding leave time are as follows:
2. Students are generally excused from Field practice on college holidays and vacations breaks. However, the Social Work Program understands that continuity of service sometimes requires students to carry out all or part of their assigned tasks during these times and/or to make arrangements with their Field Instructor for any necessary coverage required. It is important to discuss expectations about practicum hours early on in the placement, especially if there is the possibility that Field responsibilities will require the student's participation at the Field practicum agency during Christmas break and other College holidays not shared by the agency. Due to the minimum of 450 hours required, Spring Break usually cannot be observed by students in full-time practicum placements during the spring semester.
3. Because practicum and Professional Integrative Seminar are the final courses in the Social Work Program, it is expected that students will not need to take exam week away from their agencies.

4. Professional Presentations: Students making professional or research presentations or attending Social Work Program sanctioned field trips (i.e.: Nebraska State Legislative Day) must submit a request for hours of Field Practicum credit in writing, stating the applicability of the activity to Field Practicum. The requests should be submitted to the Field Director and students must notify the Field Instructor and Task Supervisor(s) prior to such absence from the agency in order to adjust staffing. If credit for the hours away from the agency is not granted by the Field Director, the student may elect to proceed with the hours away with permission from their Field Instructor and supervisor, but they will be required to make up the hours missed from the agency.
5. Students are expected to be in the agency setting on a full-time basis (34-36 hours per week) for a ten-hour credit block placement (20 hours per week for a five-hour credit block placement). A portion of this time, not to exceed four hours in a given week (or two hours in a five-credit scenario), may be used to complete Field Seminar assignments related to the agency. These seminar assignments are generally the ones the student uses with the Field Instructor as part of their learning experiences in the agency. Time in the library researching materials for seminar assignments, time typing seminar papers, or time working on papers that will be shared with the Field Instructor cannot be considered practicum hours. Students can anticipate spending from one to two hours per day outside the practicum setting working on Field seminar assignments.
6. Time the student spends away from the practicum setting due to illness, children, or other reasons does not count toward the minimum of 450 hours of practicum time required of students. Only time approved by the Field Instructor and in accordance with the standards and policies of the Field Instruction Program will count toward practicum experience.
7. Students are required to complete a weekly timesheet that details the number of hours spent in the practicum setting. These hours are recorded based on direct, indirect, administrative, development, travel, and other time. The weekly timesheets are signed by the Field Instructor and sent by the student to the Field Director. It is advisable for the student to keep personal backup copies of the timesheets in case one is lost.
8. Students can expect to be contacted by the Field Director if they fail to submit weekly timesheets or if the weekly timesheets indicate the student is not present in the agency for the times agreed upon in the Learning Contract.

## VI. Agency Orientation of Student to Field Placement

Students should be given a comprehensive orientation to the placement and to the agency immediately upon their arrival. Supervisors should plan to greet the student on the first day of the internship and introduce the student to as many of the staff as possible. It is preferable for the supervisor to inform appropriate personnel in advance of the student's placement and advise them of ways the staff can participate in the student's learning experience.

It is also important for students to have a work area that allows them to feel like a professional and an integral part of the agency structure. A desk, access to a telephone, and appropriate work supplies should be provided for the student before they begin the placement. It is also recommended that the following items and procedures be provided in the orientation material **in writing** to all students by the agency and/or supervisor.

### Orientation Content

- 1) A written orientation schedule outlining dates and times of agency orientation, in addition to the content that will be covered.
- 2) Written expectations concerning dress requirements, leave time and holidays, attendance requirements, etc.
- 3) The agency needs to specify agency information concerning administrative structure with names and titles of administrative staff, financial structure, pertinent policies and procedures, etc.
- 4) Information concerning insurance requirements by agency and insurance coverage provided (i.e., professional liability, workman's compensation, automobile insurance if clients are to be transported by student).
- 5) Specify agency recording requirements. Provide copies of all forms in addition to outlines for intake, psychosocial assessments, transfer forms, social history and diagnostic summaries, and all other required reports.
- 6) Written statement of how a student is to identify self in (a) written recording in agency records; (b) written reports, correspondence, and other written material; and (c) oral contacts with clients, families, and others.
- 7) The agency will explain confidentiality requirements. Provide written information on agency's informed consent form and its use; information on privileged communication if it applies, information on what can and cannot be released without client's consent; explanation of what to do if subpoenaed, etc.
- 8) Outline written procedures for handling client emergencies (i.e., suicidal or homicidal threats, issue of duty to warn, etc.).
- 9) Give the student a copy of the agency personnel manual, including written procedures concerning student responsibilities, etc.
- 10) Written description of agency security precautions and safety procedures.
- 11) Expectations concerning supervision responsibilities, supervisory conference times, style and content of supervision provided, and other pertinent supervision issues.

## VII. Policy on Personal Use of Vehicle

Students may be required to have a valid driver's license, a vehicle or the ability to use a personal vehicle for transportation during the Field placement. Some students may be required to accept Field placements that are out of town. In these situations, students will be responsible for making transportation arrangements between the practicum sites and the campus to attend Field Seminar meetings. In other situations, the nature of the practicum experience may require the student to travel across counties or cities to meet with clients and other professionals. In some situations, students may be asked to transport clients in the student's personal vehicle.

Early in the application process, students should inform the Field Director of any limitations they may have with regard to transportation.

**Students should call their automotive insurance carrier and request verification in writing that they have or do not have liability coverage to transport clients in their vehicles during the practicum experience. If students do not have coverage and choose not to purchase such coverage, they need to discuss this issue with their Field Instructor during the pre-placement interview and during the signing of the Learning Contract.**

## VIII. Professional Liability Insurance Coverage in Social Work Policy

Chadron State College provides general liability insurance for the students and college faculty. **The students are encouraged to obtain additional Professional Liability Coverage through their professional organization, the National Association of Social Workers, or a private insurer.** The college does not provide professional liability coverage for students and it is in the student's best interest to obtain such coverage prior to beginning practicum.

Refer to:

<https://app.policyiq.com/ChadronStateCollege/Content/View/3495?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>

*It is agreed between the College and Field Agencies, subject to Nebraska law and the limits of the insurance of Chadron State College, that each party shall be responsible for claims of negligence based on that party's acts in performance of their agreement. Nothing therein shall preclude the State of Nebraska from asserting against third parties any defenses to liability that it may have under Nebraska law.*

## IX. Sexual Harassment in Social Work Field Internship Policy

Because students in field internship may not be covered by agency rules or by College policies and procedures on sexual harassment, these guidelines are established to address students' claims of sexual harassment during an internship.

Sexual harassment is a form of sexual discrimination prohibited by Title VII of the Civil Rights Act of 1964. Whether the harassment comes from the Task Supervisor, Field Instructor or any other agency employee, it is destructive to the learning and working environment, is demoralizing, and it adversely affects students' performance in their internship. Even if the agency has no sexual harassment grievance policy, students may make complaints of sexual harassment directly to the Office of Civil Rights, U.S. Department of Education, or file a lawsuit. Refer to: <https://app.policyiq.com/ChadronStateCollege/Content/View/3510?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>

### Definition

The Equal Employment Opportunity Commission (EEOC) defines sexual harassment as:

Unwelcome sexual advances, requests for sexual favors, verbal or other expressive behaviors or physical conduct of a sexual nature constitutes sexual harassment when any one of three criteria is met:

- a) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's continued internship.
- b) submission to or rejection of such conduct is used as a basis for decisions or assessments affecting the individual's welfare as a student placed in the agency.
- c) such conduct has the purpose or effect of unreasonably and substantially interfering with the individual's welfare, academic or professional performance, or creates an intimidating, hostile, offensive, or demeaning workplace or educational environment.

### Forms of Sexual Harassment

Sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Conduct defined as sexual harassment includes, but is not limited to the following:

- a) Threats of, or intimidation by unwilling, non-mutual sexual contact.
- b) Continual or repeated verbal abuse of a sexual nature including graphic commentaries about a person's body, sexually degrading words to describe the person, or propositions of a sexual nature.
- c) Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of a continued internship may be adversely affected by refusing sexual advances

**Sexual harassment may be physical, verbal, or nonverbal:**

Physical — touching, holding, grabbing, hugging, kissing, “accidental collisions,” other unwanted physical contact, and, in the worst cases, physical assault and rape.

Verbal — offensive jokes, offensive language, threats, comments, or suggestions of a sexual nature.

Nonverbal — staring at a person’s body, leaning over the intern at a desk, offensive gestures or motions, circulating sexually suggestive letters or cartoons, and other sexually oriented behavior.

### **Consensual Relationships**

Students and faculty members are expected to conduct themselves in a manner that reflects favorably on the Social Work Program. In accord with Social Work Code of Ethics, students are identified by the Field Instruction Program as clients of the social work faculty and therefore are afforded the same rights and protections as a client. Therefore, the same boundary limits, contact stipulations, and socializing rules apply as would apply to a client. These stipulations often extend beyond the boundaries of the faculty-student timeframe to a period of time afterward. Thus, relationships of a sexual nature between faculty, agency employees and students during field practicum are not to be considered consensual and are strongly discouraged by the Field Instruction Program. What students or faculty may choose to do in private may be outside the boundaries of the contracted school relationships. As a result, they may not be subject to disciplinary action for having private contact. However, if a faculty member’s or students’ conduct on personal time subjects the Program to criticism or makes students unable to perform properly in the internship, the Program is justified in taking corrective action.

Consensual sexual relations between Task Supervisors or Field Instructors and students, or between agency employees and students, are not appropriate during an internship. The authority over interns by Field Instructors or agency employees exacerbates the potential for sexual harassment. It is not considered appropriate for students and instructors or supervisors or employees of a Field Agency to engage in sexual relationships.

### **Field Agency’s Responsibilities**

Sexual harassment of any Social Work student intern by any Task Supervisor, Field Instructor, employee, or representative of the field agency is not tolerated. Agencies approved as internships must provide the Office of Field Education with a sexual harassment policy upon request. If the agency has no policy, the Program strongly recommends that one be developed.



## **Students' Responsibilities**

**Respond** to the problem. Students should make their feelings clear. Sometimes people do not realize they are being offensive, and the student should feel free to give them feedback on their inappropriate behavior.

**Record** the times, places and specifics of each incident including other people who might have observed the event or the students' reactions.

**Report sexual harassment immediately to the Field Director and/or Social Work Program Director.** If the perpetrator is the student's agency supervisor, contact the Field Director and the agency supervisor's immediate superior. Generally, the procedure is to file and submit a grievance in writing, although it does not have to be. Once a grievance is made verbally or in writing, it will activate an internal Chadron State College sexual harassment report.

**Students should remember that they are a part of the workplace and be certain that they themselves are not involved in any inappropriate behavior.** Students are also subject to the same sexual harassment policies as agencies and faculty, and they should be aware of their own behavior during the internship. They too can be accused of sexual harassment by the agency, faculty and/or clients. Respect the dignity of coworkers and clients and conduct your behavior in a professional manner.

- Students should also refrain from jumping to conclusions based on someone's dress or physical appearance. If they are unsure of someone's intentions or behavior, ask for clarification. Remember, "No" always means "NO."
- If the agency has no formal sexual harassment policy, or if the policy has not been submitted to the Field Director when requested, the Program reserves the right to participate in decisions regarding how allegations of sexual harassment are handled by the agency.

**A meeting requiring students to confront their alleged violator will be allowed only with the expressed consent of the student, the Field Director, and the Social Work Program Director.**

## X. Personal Safety in Social Work Policy

The Social Work Program wants to make our students aware that there are certain inherent risks in any situation requiring contact with the public. While fulfilling the internship, the students must also be attentive of the need for personal safety and act accordingly to minimize these risks. During the internship, students should discuss safety issues along with other issues of infection control, personal injury, and risk assessment. Students with any safety concerns or questions should contact the Field Director to discuss these issues and seek guidance. Below are some guidelines for personal safety.

Be Aware! Refer to:

<https://app.policyiq.com/ChadronStateCollege/Content/View/3492?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>

### Guidelines for Personal Safety

It is very difficult to predict when dangerous behavior will occur. The factors most often considered as predictors are: history of violent and aggressive behaviors, abuse of drugs and/or alcohol. Aggressive behavior may be caused by such things as fear, anger, stress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a personal characteristic or if it is reactive to a particular or current situation. However, the best protection in threatening situations or actual assault is to do everything possible to protect yourself and remain safe.

The following problem-solving skills can be useful in risky situations: gather data, evaluate the information, decide on a course of action based on the evaluation, implement that course of action, evaluate the outcome, and adjust accordingly. This process may occur in an instant or over a longer period.

The goals of risk prevention and management strategies should be to:

1. Protect the safety of the client, staff, yourself and others in the environment.
2. Help the individual gain control with the least amount of pain and guilt.
3. Help the individual focus on the source of anger, fear, frustration, etc.
4. Assist the individual to express these feelings verbally rather than in actions.

#### General Personal Risk Reduction Guidelines

1. Walk with a sense of purpose. Be aware of body language.
2. Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.
3. Be alert to nonverbal cues while conveying confidence in your actions. Look aware and unafraid. Have a strong, independent image, and a clear sense of purpose.
4. Do not walk on streets where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.

5. Be aware of places such as a store, library, school and community center that can be used for refuge and safety.
6. Do not carry a purse, bag, heavy notebooks, or briefcases. If you must carry these items, conceal them or use a shoulder bag or backpack to allow free use of hands.
7. Wear sensible appropriate clothing, low-heeled shoes, and minimal jewelry that cannot be snatched off or wrapped around your neck.
8. Do not give money to people who ask for it.
9. Practice caution with persons who might be
  - a. Under the influence of chemicals.
  - b. Engaging in illegal activities.
  - c. Feeling threatened by your presence.
  - d. Feeling threatened by the possibility of your reporting their behaviors to legal authorities.
10. Prior to entering a building, assess the safety: sounds of violence (e.g., out-of control behavior), location of other people and their ability to respond to a call for help, and possible escape routes.
11. Assess multi-story buildings for safety. If you take the elevator, observe the elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

### **Risk Reduction Guidelines in Field Work**

Students should receive a specific orientation to agency policies and procedures related to risk management. If the Field Instructor does not provide this orientation, students must ask for it. Students should also learn about the agency's informal methods for assessing and handling risky situations. Each situation is different, but the guidelines that follow may generally apply to the management of potentially dangerous situations in the work area.

1. Address your client by name.
2. Keep your work area as safe as possible; keeping it clear of items that could be harmful to anyone involved in a physical intervention. For example, keep objects that can be used as weapons or missiles (ashtrays, scissors, mail openers, hot drinks, paperweights, vases, etc.) away from potentially aggressive clients.
3. When possible, alert available staff members that assistance may be needed before entering the crisis situation and arrange a plan to signal for help. Use panic buttons, hand-held or mounted buzzers, cellular phones, intercoms, etc.
4. Leave your office door ajar during an interview with a potentially dangerous client.
5. Avoid meeting with clients when you are alone in the office building.
6. If possible, arrange your office space so that both you and the client have easy access to leave, preferably without entering each other's personal space.
7. Maintain a positive, nonjudgmental attitude towards clients. Speak in a soft voice and move slowly. Act calmly. Keep the "scream" out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's

- aggression. Remember people who are violent are often reacting to feelings of helplessness and loss of control. Therefore, remain calm and in control of yourself.
8. Recognize signs of escalation, and irate response to phase of violence: triggering, escalation, crisis, recovery, or post crisis depression phase. Identify those actions on your part, which serve to calm and those that serve to inflame the individual and act accordingly.
  9. Recognize situations that may lead to assault as well as warning signs of imminent attack such as rapid breathing, grinding teeth, dilated pupils, flaring nostrils, choppy speech, and clenched fists.
  10. Remember that increased structure and decreased stimuli can heighten calm and self-control.
  11. Take a non-threatening posture to avoid appearing confrontational but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches and kicks, with arms and hands held near the upper body for possible quick self-protection. Avoid a “stare down” by periodically breaking eye contact.
  12. Don’t walk away from the individual who is escalating. Acknowledge the individual’s feelings and attempt to talk to him/her calmly. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one with the best rapport with him/her, not necessarily the staff with the most authority or rank.
  13. Avoid sudden movements or issuing aggressive commands, as these may only inflame the individual. Whenever possible allow the individual to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions that can be performed immediately. Depending on the cognitive abilities of the individual, limit setting may take two forms:
    - a. Direct: State clearly and specifically the required or prohibited behavior
    - b. Indirect: Allow the individual to choose between two acceptable behavioral alternatives.
  14. Do not touch the individual unless you are willing to restrain him/her, and only when there is sufficient staff power to do so in a manner consistent with the agency’s “take down” or containment policies.
  15. In the event of physical intervention where the individual is placed in a quiet room or in seclusion, the isolation should be as brief as possible. From these incidences, clients can process their experience, understand and perhaps predict their own violent impulses in the future.
  16. If possible, arrange for a security escort or a friend to accompany you to your car in evening or late hours.

### **Personal Safety Issues and Risk Reduction**

If there are issues in the student’s personal life that may affect his/her safety, and the safety of coworkers and clients in the Field, he/she must discuss such issues with the Field Director. Examples might include domestic violence, stalking situations, and personal threats. The Field Director and the student should develop a personal safety

plan and mutually decide what information is to be shared with the Field Instructor or Task Supervisor. The student should always notify the Field Director of any personal threats received immediately.

### **Guidelines for Scheduling a Home Visit**

1. Contact families to set up an appointment for a home visit, being sensitive to client's schedules and who will be in the home at the time of your visit.
2. Inquire about pets and take precautions against vicious dogs that could be unchained or let loose.
3. Ask client and/or colleagues for directions or look for directions on the internet. Traveling on main roads whenever possible is recommended.
4. In inclement weather, if roads become impassable and/or dangerous, return to the agency and call the client to reschedule the home visit.
5. Remember that house numbers may be missing, and additional landmarks might be needed. If necessary, ask the client to meet you at a familiar location, and direct you to his/her home.
6. Choose a time of day for the visit that is safest in terms of daylight and persons at home.

### **Preparing for a Home Visit**

1. Learn as much about the client prior to the visit as possible. Determine if the situation surrounding the home visit resembles previous precipitating events or triggers, or if something in the client's circumstances that day might increase the probability of violent behavior.
2. If a situation could be dangerous (e.g., situations entailing continuing domestic violence, involuntary removal of a child, or previous threats or assaults to workers), consult first with your Task Supervisors and Field Instructor to formulate a plan to reduce the risk, if possible. The plan might include the use of two workers for the home visit, accompaniment by a police officer, or movement of the meeting place to the office or a public place.
3. Inform the agency about your whereabouts, and your itinerary, and check in by phone or ask to be called on a prearranged schedule.
4. If possible, carry a means of calling for help (e.g., cellular phone programmed with agency and emergency numbers, push button emergency signals, or radio).
5. Keep your car in good working order and your gas tank filled.

### **During the Home Visit**

1. Park in a place that permits quick escape.
2. If you believe you are being followed, drive to a public place (e.g., police or fire station, convenience or grocery store, gas station).
3. When ringing the doorbell or knocking, stand to the side of the door. Clearly and promptly identify yourself when you arrive, showing identification if indicated.
4. Postpone the visit if conditions are unsafe or interview the client on the front porch or outside foyer.

5. Balance distractions. Minimize distractions such as visitors or pets, but also permit distractions to increase the family's comfort level.
6. Sit in a chair from which you could easily arise. Remember hard chairs can be used as a shield.
7. Be aware that most guns are stored in the bedroom and knives are usually stored in the kitchen. Leave immediately if the client 'makes a move' toward a weapon.
8. Remember that although the home setting might be more relaxed than the office, the purpose of the home visit is professional.
9. **Trust your instincts.** If you feel threatened, take actions to protect yourself, removing yourself as quickly and coolly as possible. *Notify the client if you will be late!*

### **What to do if Attacked or Seriously Threatened at an Internship Assignment**

1. Follow agency procedures to manage the immediate situation and to report the incident informally.
2. Get any needed medical care. Notify and debrief with your field instructor.
3. Notify the Program (the Field Director or the Director of the Social Work Program).
4. Recognize that a physical attack or threatening behavior is frightening and that you may later respond emotionally to the stress. Seek professional help to address these feelings.
5. Conduct a comprehensive post-incident evaluation with staff, outlining a plan to increase safety, if indicated.

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- Weinger, S. (2001). *Security Risk: Preventing client violence against social workers*. Washington, DC: NASW Press.

## **XI. Policy on Non-Discrimination**

The Social Work Program endorses and adheres to the following policy of the College:

Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religions, disability, or marital status. Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6461 – CRITIES 338).

Further, the Social Work Program and its Field Instruction Program are committed to the pursuit of social, legal and economic justice for all peoples. It affirms the rich diversity of human beings, the value and worth of individuals, and the importance of human relationships to the well-being and individual development of all people. As such, the Social Work Program is committed to a course of advocacy on behalf of vulnerable populations-at risk in the High Plains Region and in all global populations.

## XII. Termination from Social Work Field Instruction Policy

Performance problems which result in termination from an internship vary greatly. In general, they reflect the noncompliance with established policies and procedures, ethical/work performance issues, or a violation of the above stated expectations. Performance problems will be addressed in the following manner:

- A. Student performance will be reviewed in supervision. Performance problems will be clearly identified (orally or in writing) by the agency field instructor and/or field faculty member. Specific examples of problem area and recommendations for improvement will be made (if applicable), and consequences of failure to meet expectations will be communicated to the student in a timely manner.
- B. If at any time during the internship, a single event or if problem behaviors persist and/or are serious, the Field Instructor will contact the Field Director for a consultation. The student also must advise the Field Director if he/she has concerns about the internship, the Task Supervisor and/or the Field Instructor. The student will also advise the Field Director if there are concerns about performance issues raised from feedback received from the agency Field Instructor/Task Supervisors.  
Refer to:  
<https://app.policyiq.com/ChadronStateCollege/Content/View/3503?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>
- C. The Field Director will offer guidance to the student and/or agency field instructor by telephone or in person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency Field Instructor. This may include but is not limited to sharing past academic and performance information.
- D. Based on the discussion with the Field Director, a written “Corrective Action Plan” and/or revised learning contract will be developed jointly by the student, Field Director and agency Field Instructor and signed by all parties, with copies distributed. Consequences for the noncompliance will be included. At times, a student enrolled in the Field practicum program may not be able to complete the practicum experience for a number of reasons. A student placement may need to be interrupted or terminated for the following reasons:
  - A. The agency Field Instructor or the agency director refuses to continue offering supervision to the student (see Table 12.1);
  - B. The Field Director determines that the student should no longer continue in the Field placement (see Table 12.2); or
  - C. The student decides not to continue with the Field placement (see Table 12.3).

**The purpose of the guidelines is to set forth the procedures to be followed in the event the placement must be interrupted or terminated.**



**Table 12.1 Procedures for Handling Premature Termination of the Practicum When Field Instructor or Agency Director Desires to Terminate Placement**

- 1) The Field Instructor should first give notification to and discuss the concerns with the Field Director before notifying the student. It is expected that a Field Instructor will contact the Field Director early on in the practicum experience if he/she believes there may be problems with the student's performance. It is expected that supervision in a practicum setting will involve Field Instructors in conducting interventions with students related to thoughts and behaviors.
- 2) The Field Director and the Field Instructor will meet with the student to discuss reasons why termination is being considered. Attempts will be made by the Field Director to mediate any concerns between the student and the Field Instructor prior to termination of the placement.
- 3) If the resolution of the issue is termination of Field instruction for the student, then the Field Instructor and the student will develop a plan to determine how termination will be handled with clients whom the student has been serving.
- 4) If the Field Instructor chooses to terminate supervision without discussing the issues with the student or Field Director, the Field Instructor should present detailed reasons for termination in writing to the student and the Field Director. In this situation, the Field Director will meet with the agency director to discuss and evaluate the concerns about the practicum site.
- 5) In the event that the reason for termination is unrelated to the student's performance in the practicum, every reasonable attempt will be made by the Field Director to place the student in another agency during the course of the same semester.
- 6) The agency should refer to the Educational Affiliation Agreement guidelines regarding termination of students.

**Table 12.2 Procedures for Handling Premature Termination of the Practicum When Field Director Terminates Placement**

- 1) The Field Director must give notification to both the student and the agency.
- 2) The Field Instructor and the student will develop a plan to determine how the student will terminate services with clients that the student has been serving, unless there is a need for immediate termination.
- 3) The notice must be in writing and must contain detailed reasons for termination.
- 4) If the placement is terminated because of an alleged agency problem, the student can appeal the Field Director's decision by following the procedures outlined in the Social Work Student Handbook.
- 5) If the placement is terminated because of an alleged student problem, the student has the right to appeal the Field Director's decision by following the procedures discussed below.

**Table 12.3 Procedures for Handling Premature Termination of the Practicum When Student Terminates Placement**

- 1) The student should provide written notification to the Field Director and the Field Instructor containing detailed reasons for the termination.
- 2) The student and the Field Instructor will develop a plan to arrange for the student to terminate client services.

If any of the above outlined situations occur, a review of the student's progress in the Field will be conducted by the Field Director and the Social Work Program Director, who will present the situation to the Social Work Program Advisory Committee. The Social Work Program Advisory Committee will provide suggestions regarding an appropriate course of action. The Committee (minus the student members) will recommend the course of action it considers most appropriate and the options available to the student. The Field Director will put this information in writing for the student and will meet with the student to review and discuss the course of action taken by the Social Work Program and the recommendations and options available regarding future placements.

The course of action the Program may take includes, but is not limited to, the following:

- a) The student receiving a failing grade for the semester and being allowed to register for and re-take Practicum and Integrative Professional Seminar during the next semester.
- b) The student receiving an "I" (Incomplete) and being allowed to re-enroll in Practicum. The student would be expected to participate in discussions and case presentations in Professional Seminar but would not re-register for that course if it was successfully completed during the previous semester. The final decision regarding whether a student will be required to register for Seminar during a second internship rests with the Field Director.
- c) The student is asked to wait to re-enroll in the Field placement experience program until the student's personal and professional issues have been resolved.
- d) The student may be placed in another agency setting that same semester. The Field Director will be responsible for the final grade the student will receive that semester.
- e) The student will be asked to withdraw from the Social Work Program.

If the student wishes to appeal the Field Director's decision, the Social Work Student Handbook specifies administrative procedures to follow. The student is expected to follow the procedures outlined in the Social Work Student Handbook and the Appeal Procedure for students in Social Work.

In some cases, it may not be appropriate for the student to remain in the same internship. The student would complete the internship at a different agency to be determined by the Office of Field Instruction. A second internship would be contingent on disclosure of the student's performance problems which may include a copy of the last field evaluation to the new potential field instructor. The Social Work Program reserves the right to not offer a second internship based on student performance issues and/or the student's refusal to allow the Social Work Program representatives to share information about the termination with the new internship agency.

If the student is assigned to a new internship after earning an “I” in the first internship, the student will be required to complete the full number of hours required for the course. There are exceptional cases of illness where a physician has documented a reason for hours missed or in cases where there were extenuating circumstances at the internship, and the Field Director and will negotiate with the student “hours credited” from the first internship. The student would need to re-register for the course (5 or 10 credit hours) in these instances. The student would be expected to participate in discussions and case presentations in Professional Seminar but would not re-register for that course if it was successfully completed in the previous semester. The final decision regarding whether a student will be required to register for seminar during a second internship rests with the Field Director.

The Field Director may assign a “U” (Unsatisfactory) grade, based upon the recommendation and documentation of the agency Field Instructor. This grade and the subsequent termination from the internship are based on the students’ performance which has violated policies of the agency, the Social Work Program and/or any standards set by the NASW Code of Ethics. In these situations, a student must:

1. Complete a typed written request for another internship stating their reasons and responsibility for failure in the prior internship, along with how they plan to resolve problem area. (IE: attend a workshop on confidentiality, etc.). This request is submitted to the Field Director and Program Director within 60 days from the date of the termination. The Field Director and Program Director review the letter and all pertinent information (for undergraduate students). If it is decided that the student will be offered another internship, there would NOT be a grade change of the original “Unsatisfactory” and the entire internship MUST be retaken, with no credit given for previous hours in an internship. The student must re-register for the full credit hours of the course.
2. At times the Social Work Program may determine that it is in the best interest of the student not to immediately reenter another internship. In these cases, it may be recommended by the Field Director and Social Work Program Director that the student completes certain tasks in order to document the appropriate resolution of difficulties which may have inhibited their performance in the internship. Examples of such actions are: taking a course in ethics, engaging in individual or group therapy for a specified period of time, etc. Any recommendation made will be in writing to the student with specified completions dates.
3. The Social Work Program reserves the right to deny a student a second internship based on student performance issues and other pertinent information.

The student has the right to appeal grades earned in Field Instruction courses. The grade appeal will be in accordance with College regulations and Social Work Program policy.

### **XIII. Out-of-Town Placements Policy**

The Chadron State College Social Work Program supports a mission of providing education and development of qualified professional Social Workers for Nebraska and the High Plains Region. Educational opportunities for Field Instruction are often found on a regional basis, and the Field Instruction faculty is committed to development of qualified Field Instructors and Task Instructors in communities surrounding Chadron, Nebraska where the campus is located. Many students come to Chadron State College from the nearby states of South Dakota, Wyoming and Colorado. For this reason, it is important students work closely with the Field Director early in their Social Work Professional Program in the case they want placement for Practicum in an outlying community where a new Field Practicum Site would need to be developed. Students will be expected to take an active role in the identification of potential appropriate Practicum Sites. Students will present their reasons in writing to the Field Director for these suggested Agencies prior to the time they enter the Pre-Field course and include contact information for the agencies and potential BSW or MSW Field Instructors. Field Director visits will be made to potential Agency Sites, Agency Agreements must be negotiated, and training provided for Field Instructors and Task Supervisors. It remains the responsibility of the Field Director to determine the suitability of any Agency to serve as a Practicum site based on the Criteria for Selection of Field Agencies (Table E. 1.1) and Field Instructors (Table C.1.1.). Alternate approved sites may need to be selected by students. The Program cannot guarantee placement in any particular location but will do the best to establish a good match between students' learning needs and educational opportunities available at agencies in the High Plains Region. Refer to:

<https://app.policyiq.com/ChadronStateCollege/Content/View/3489?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>

## XIV. Field Internship Student Evaluation Policy

### Evaluation and Grades

Students are evaluated at midterm and at the end of the internship by their Field Instructor and Field Director. The Field Instructor also includes feedback from any Task Supervisor who worked with the student. Students are rated on a variety of competencies on a 1-5 scale as follows:

1 = Failing level	5 = Outstanding level
2 = below expected level	IE = Insufficient Evidence (at mid-term only)
3 = at expected level	AP = Activity Planned Not Ready for
4 = above expected level	Evaluation (at Midterm only)

Midterm and final evaluations with ANY single evaluation criteria rated as a 1 or 2 (on the evaluation forms) indicate that the student must demonstrate improved performance in that area. Failure to do so could result in the student receiving a grade below “C” in the Field education course, which is posted at the completion of the final evaluation. The student will repeat all internship hours and be required to re-enroll for Field Practicum prior to receiving his/her BSW degree. The student will also continue to participate in Field Seminar case presentations and discussions, even if that portion of Field Education was completed successfully during the first placement. Please see Field Practicum Manual Section XII on Termination from Field Instruction, Page 50.

Continued poor performance or a single incident that is considered by the agency to be unprofessional or unethical will result in the termination from the internship (Refer to section XII Procedures on Termination from Field Instruction). This decision is made jointly by the agency supervisor and the Field Director, in conjunction with the Director of the Social Work Program and can be made at any time during the internship.

Each criterion included on the student’s evaluation forms has importance. Therefore, students must receive ratings at “3” (Satisfactory) or above in the field instruction course in order to receive a Satisfactory grade in the course. Midterm and final evaluations with areas rated “1” or “2” indicate the student must demonstrate improved performance to pass the course.

Poor performance or a single event, which may place clients at risk, that is unprofessional or unethical may result in a termination, at any time from the internship. This decision is made jointly by the agency supervisor and the Field Director. As agencies supervise students voluntarily, it is the right of any agency to terminate an internship if they feel they can no longer work with the student.

If the student’s performance does not meet minimum expectations by the due date of the final evaluation, the agency field instructor will complete the narrative portion of the evaluation specifying the reasons for the students’ failure to meet expectations, and the

quantitative portion would clearly indicate the inadequate or unsatisfactory areas of performance (all scores rated “1” or “2”). The agency Field Instructor has the option of recommending a grade of “I” (Incomplete) or “U” (Unsatisfactory) to the Office of Field Instruction on the evaluation form.

The Field Director will determine what grade to assign for the student’s final grade based on Field Instructor’s and the Student’s feedback.

**If the grade of “I” (Incomplete) is assigned the following will occur:**

If the student is demonstrating significant progress in the identified problem areas of performance, but has yet to obtain the goals set, an “I” grade may be assigned and the student would remain in that internship for a period of time specified by the agency field instructor and the Field Director. If the student consistently completes satisfactory work at the end of the specified time, a grade change will be submitted, changing the “I” to a letter grade. Students may also receive an “I” if they have not completed the necessary hours for their Field Instruction course due to authorized unavoidable absences. In these cases, the student, agency Field Instructor and Field Director reach a written agreement specifying how the hours will be completed, and those agreements must have met before the grade is changed to a letter grade. The Social Work Program expects the Practicum to be completed within the next semester.

The student receiving an “I” (Incomplete) will re-enroll in Practicum. The student would be expected to participate in discussions and case presentations in Professional Seminar but would not re-register for that course **if** it was successfully completed during the previous semester. However, the student would be expected to attend Seminar during the semester for which he/she was in a Field assignment. The final decision regarding the student being required to register for a second semester of Seminar rests with the Field Director.

**If the student has not met minimum expectations (ALL ratings at “3” or above) by the due date of the final evaluation, the following will occur:**

The Field Instructor will complete the narrative portion of the evaluation specifying the reasons for the student's failure to meet expectations, and the quantitative portion would clearly indicate the inadequate, incomplete or unsatisfactory areas (all scores rated “1” or “2”). The Field Instructor will recommend, to the Field Director, the grade “I” (Incomplete) if there are incomplete hours or assignments or “D”, for unsatisfactory performance. It is the responsibility of the Field Director to assign grades based on the Field Instructor’s recommendation and feedback received from the student.

Students earning a grade of "D" in any Field education course may request a conference with the Field Director and/or the Director of the Social Work Program to discuss the nature of the unsatisfactory grade. The Field Director and the Director of Social Work Program shall consider all aspects of the situation and determine if another internship

should be offered. The Program is not obligated to offer more than one internship and will not offer any more than two internships per Field education course. Students can utilize the Social Work Program grade appeal process to dispute any grade.

**Students MUST submit a “STUDENT EVALUATION OF FIELD” at the end of the internship to receive a final grade for the course.** The evaluation forms are included in the Appendix section of the “Field Practicum Manual.” See Appendix I.

FAILURE TO RETURN ANY OF THE ABOVE EVALUATIONS BY THE SPECIFIED DUE DATES CAN RESULT IN AN INCOMPLETE GRADE FOR THE COURSE.

### **Student Requirements**

1. Students are required to participate in a formal supervision meeting with their Field Instructor, at least one hour per week for full-time internships or biweekly for part-time internships.
2. Students are required, with input from his/her Field Instructor, to complete and adhere to a Learning Contract and, if needed, a Corrective Action Plan or behavioral contract.
3. Students will participate actively in midterm and final evaluations, sign all evaluations and ensure that due dates are met.
4. Students must complete the Student Evaluation of the internship. Failure to do so will result in an “I,” Incomplete, for the course.
5. Attend all required or invitational meetings, conferences, etc., occurring in the agency.
6. Communicate openly with the Field Instructor/Task Supervisor when assistance is needed, e.g., clarification of assignments, agency policy, etc.
7. Always maintain appropriate dress for the agency setting.
8. Contact a Field faculty member, or the Field Director, immediately when clarification is needed, or a problem situation arises. Personal safety and sexual harassment issues are to be discussed with the Field Instructor and the Field Director.
9. Read thoroughly the content of the “Field Practicum Manual” prior to entering the placement.
10. Maintain an accountability of all hours earned in the internship and submit a timesheet to the Field Director biweekly.
11. Attend and participate in Integrative Seminar when scheduled. Students must maintain a grade of “B” or better in Seminar. Completion of Seminar is required in order to pass Field Practicum. Failure to do so will require repeating of both courses.
12. Notify the Office of Field Education of any special accommodations required in the internship related to any disability at least three months prior to the semester the student is scheduled to begin the field placement.
13. Maintain responsibility for understanding and adhering to all policies and procedures of the internship agency and the Office of Field Education. The noncompliance will result in the student’s termination from the internship (refer to section XII. Procedures on Termination from Field Instruction).
14. Provide for health (required) and malpractice (if indicated by the agency as a requirement) insurance coverage.

## **Liaison Visits**

The Field Director, when in the Field Liaison role, will visit and/or communicate in another manner, if necessary, with the student and Field Instructor at the Field site at least twice during each Field placement. If **ANY** difficulties arise or adjustments need to be made, the Field Director **MUST** be contacted by the student and/or the Field Instructor. (It is much easier to resolve issues early in the internship). The role of the liaison is to act as a “bridge” between the agency, the college and the student. The visits are approximately 1 to 1 ½ hours in length and include time with both the student and the Field Instructor. Additional visits may be scheduled as needed to assist in problem solving. If a problem is noted, the Field Director will assist in formulating a written “Corrective Action Plan” or in some instances a Behavioral Contract, to clarify what and how a student and/or agency can resolve a problem. The Field Director may also share any other academic performance information necessary to assist in the resolution of problems.

If the agency, student and/or Field Director feel that the agency is not appropriately meeting the needs of the student, for any variety of reasons, the student may be changed to another internship, if it has been documented that all efforts have been taken by the student and the agency to correct any problems. Any change in an internship is coordinated with the permission of the Field Director and the Director of the Social Work Program.

The Field Director will also make visits to agencies prior to approval of the Agency as a Practicum site. It will be important for prospective Field Instructor(s), Task Supervisors, and the agency Director to meet with the Field Director at that time.



## **XV. Policy on Governance, Gatekeeping, Grievance and Appeal Procedures**

### **Faculty Review of Applications to enter Field Practicum by Field Director and Social Work Program Director with Field Advisory Committee Recommendations**

Upon receipt of the completed Application for Field Practicum, the Field Director will notify the Social Work Program Director and initiate a **Faculty Review** process.

- Review of student meeting required courses completed by Advisor. Students may be required to request a transcript evaluation from the Office of the Registrar for meeting with their advisor.
- Meeting of advisor with Field Director and student if any requirements are found to have not been met in order to discuss a plan for completion and set a projected date to enter Field.
- Social Work Faculty will be notified by the Field Director of the students who are eligible for Field in order for concerns and input regarding placement to be made.
- Faculty will review student readiness for field and “Recommend” or “Recommend with Concerns” and provide a written narrative as to the nature of those concerns. Or faculty can decide to “Not Recommend” a student to move forward into field placement.
- If there are two responses of “Recommend with Concerns” the Student will meet with faculty, and the Field Director. A “Behavioral Contract” will be made which will specify learning objectives, behaviors and attitudes or other criteria expected of the student in order to address the concerns identified by faculty.
- The “Behavioral Contract” will be reviewed in a meeting between the Student, the Field Director and Field Instructor. Agreement to continue with placement and provision of Field Instruction must be obtained by signature of the Field Instructor on the Behavioral Contract.
- In the event the student fails to comply with the contract, a Notification of Warning will be issued to the student with a copy to the Field Director.
- If the Field Director receives notification of a First and Second Warning of a student’s non-compliance with the Behavioral Contract, the Field Director will move toward termination of the student from the field placement.
- The Field Director will meet with the Social Work Program Director regarding the student’s readiness for Field, recommendations of faculty, and Social Work Program Advisory Committee input regarding placement.

Students are responsible for submission and approval by the Registrar's Office for any **course substitutions** approved by the Social Work Faculty, Department Chair and Dean of Professional and Graduate Studies during the completion of their Social Work Program. In addition, students are responsible to make **Application to Graduate** due two semesters prior to graduation. This enables the Registrar's Office to review all courses taken toward graduation, and to ascertain that the student has met all requirements and is eligible to graduate.

### **Field Director and Social Work Program Advisory Committee Actions on Applicants to the Professional Field Program and on Students in Field Placements**

All applications to the Professional Field Program will be considered, provided the student has completed all pre-requisites for entering the field program. It is generally assumed that concerns with student performance will have been addressed previously. However, situations may exist where a faculty person has a concern about a student entering the field placement program. In these situations, a faculty member may submit a written request to the Director of the Social Work Program or the Chair of CPSW requesting that a concern be addressed by the Program's Gatekeeping Committee (Social Work Program Advisory Committee).

If the Director of Field Practicum in conjunction with the Social Work Program Advisory Committee (minus student representatives) decides that a student is not ready or suitable for placement, their decision will be considered final.

### **Gatekeeping Processes**

Students accepted into the Professional Social Work Program are expected to adhere to the Social Work Codes of Ethics and the CSC Codes of Student Conduct. The Social Work Program seeks to advance to graduation every student who applies and is accepted into the Professional Social Work Program. The social work faculty seeks to achieve this goal through:

1. ***Developing professional working relationships*** with students by advisement conferences and informal conversations.
2. ***Addressing classroom performance issues*** directly with students, including developing remedial plans for improving performance, using CSC early warning systems, and keeping contact with the social work advisor.
3. ***Sharing information with academic advisors*** that relate to student performance in classrooms and relate to other contacts with students.
4. ***Referring students to CSC support services*** to address remedial issues, writing, financial support, counseling, and housing when it seems appropriate.

Generally, the social work program evaluates the “***goodness of fit***” between the student, the Social Work Profession, and the CSC Social Work Program and student progress

towards graduation at specific periods/events during the student's involvement in the Professional Program. These periods include:

1. When students apply to the Social Work Program
2. Student performance in Individual Classes
3. When students apply to the Field Program
4. When students are in the Field experience

At times during a student's experience in the Social Work Program, a concern may exist with a faculty person regarding some aspect of student performance, attitudes, or values. In addition, a concern may exist with a student or students that a faculty person has violated the Social Work Code of Ethics. It is expected that the party with the concern will have addressed the issue directly with the student or faculty member. If the parties to the concern cannot resolve the issue, then a faculty member or a student may initiate a concern in writing to the Director of the Social Work Program, or if the Director of Social Work is party to the concern, to the Chair of the Department of Counseling, Psychology, and Social Work. The Director of the Social Work Program or Department Chair will meet with the person submitting the written concern to determine if the issue can be resolved without constituting the Gatekeeping Committee. If the issue cannot be resolved, then a Gatekeeping Committee will be convened at the discretion of the Social Work Program Director or the Chair of CPSW.

### **Admissions Committee Actions on Applicants to the Professional Program**

All applications to the Professional Social Work Program and Field Instruction Program will be considered. The application process follows the procedures outlined in an earlier section of this handbook. In situations where a concern is raised regarding a student's suitability for acceptance into the Field Practicum and the Faculty Review Committee RECOMMENDS WITH CONCERNS OR DOES NOT RECOMMEND, a faculty member or student applicant may submit a written request to the Director of the Social Work Program or the Chair of CPSW requesting that a Concern be addressed by the Program's Gatekeeping Committee.

### **Composition of the Gatekeeping Committee**

1. Social Work Program Director
2. Social Work Field Director
3. Optional: Chair of CPSW
4. Optional: Two BSW Student Representatives
5. Members of the Social Work Program Advisory Committee

The Gatekeeping Committee will meet at a time convenient for the greatest number of participants. The Committee will request that written materials be submitted to the committee by an established deadline. The parties to the concern will be invited to present a brief on the issues and on recommended solutions. After hearing the briefs and

reviewing the written materials, the committee will issue a recommendation to the parties to the concern.

**Recommendations of the Gatekeeping Committee may involve one or more of the following actions:**

1. Recommend NO ACTION by either party.
2. Recommend CORRECTIVE ACTION on the part of one or the other parties to the concern.
3. Recommend ACTION to NEGOTIATE a resolution to the concern by referring to Social Work Program Director, involving a Conflict Resolution Team, or identifying another party to the concern.
4. Recommend ACTION to REINSTATE a student who has been removed by a faculty person from a classroom, a student removed from field placement, or a student denied admission to the professional program or field program due to concerns identified by the Admission's Committee or the Field Director.
5. Recommend ACTION to TERMINATE one or both parties to the concern.
6. Recommend ACTION FOR EVALUATION of one or both parties to the concern to address the potential issues and that such an evaluation be returned to the Director of the Social Work Program.
7. Recommend DELAY ACTION in order to obtain additional information, resources, or permit additional time for the concern to be resolved without the committee issuing an action.

Participants to this committee and to information related to this concern are expected to maintain confidentiality and to protect the privacy of all parties to this concern. Failure to maintain confidentiality is considered a violation of the Social Work Code of Ethics and may result in the initiation of Gate-Keeping procedures related to the concern.

The recommendations of the Gatekeeping Committee are advisory in nature and do not constitute a final authority over the concern. Either party may accept the recommendations of the Gatekeeping Committee or may appeal the original concern through the Chadron State College Appeal process as outlined in the CSC Student Handbook.

**Procedures for Handling Concerns within the Social Work Program**

1. Issues/concerns will be addressed directly between the parties of the Concern.
2. If a Field related issue, then the parties to the Concern need to request action by the Field Director. The Field Director may convene the Social Work Program Advisory Committee to recommend action on a Concern.
3. Any or all parties to the Concern may submit a written request for a recommendation from the Social Work Program's Gatekeeping Committee.
4. Any or all parties to the Concern may request action by the Director of the Social Work Program.
5. After using the procedures outlined in the Social Work Program, any party to a Concern may use the CSC appeal process outlined in the CSC Student Handbook.

## XVI. Student Learning Outcomes

The Field Practicum, in combination with the Professional Integrative Seminar, serves as the capstone course for the Social Work Program. By the completion of the Practicum, students are expected to have attained the knowledge, skills, and values reflected in the successful attainment of all Learning Outcomes of previous Social Work courses and as stated in the Social Work Program Goals and Objectives at the beginning of this manual. In addition, the Field Instruction Learning Outcomes are identified by the Social Work Program as foundational to beginning generalist social work practice.

#1	Demonstrate the knowledge and skills of a beginning generalist social worker by demonstrating your skills and knowledge in working with (a) <i>individuals</i> , (b) <i>families</i> , (c) <i>groups</i> , (d) <i>organizations</i> , and (e) <i>communities</i> and (f) local, state, and federal regulatory and legislative entities.
#2	Demonstrate an ability to identify ethical dilemmas and use ethical <i>reasoning</i> in ethical dilemmas present in social work practice situations.
#3	Develop and demonstrate by knowledge and behavior, <i>identification with the purposes, values and ethics of the social work profession</i> : commitment to clients' right to confidentiality and self-determination, appreciation of the importance of relationships and dignity and worth of individuals, commitment to social, economic and legal justice, and commitment to professional competence and the ethical use of self.
#4.	Develop and demonstrate an understanding and valuation of <i>human diversity</i> with sensitivity to race, ethnicity, gender, sexual preference, age, political orientation, mental and physical disabilities, alternative lifestyles, and economic and marital status. Demonstrate skill in working with the <i>diverse client system</i> representing vulnerable populations within this region.
#5	Demonstrate <i>critical thinking</i> skills and apply social work theories utilizing strength-based, person-in-environment and systems perspective in the problem-solving process including analysis of complex situations, application of intervention, and evaluation of interventions at all systems levels.
#6	Function effectively within <i>rural organizations and service delivery systems</i> including agency, community and interagency collaborations, incorporating the unique assets and attributes of a rural frontier region and utilization of formal and informal networks by and for client systems at all levels.
#7	Demonstrate the ability to <i>communicate effectively in written and verbal forms</i> and engage in appropriate working relationships with colleagues and diverse client populations.
#8	Demonstrate professional knowledge and skill to assist client systems at all levels to define, develop and implement <i>capacity building strategies</i> , determine and achieve <i>their goals</i> , utilize their <i>strengths</i> to create change, and identify tools with which to empower individuals, families, groups and communities.
#9	Demonstrate the ability to locate, to interpret, and integrate empirical and practice-based knowledge and to use <i>findings from research to inform and evaluate practice</i> with clients at all system levels.
#10	Demonstrate implementation of appropriate research methodology to design and to <i>carry out research/program evaluation</i> which is responsive to the needs of clients and host agencies.

#11	Demonstrate the ability to research and analyze policies, identify potential targets for effective policy intervention, plan and implement appropriate <i>policy interventions</i> , and <i>serve as an advocate</i> for client populations.
#12.	Demonstrate the knowledge and skills to enhance professional practice by <i>appropriate use of training opportunities, supervision, peer consultation, and self-reflection</i> in professional relations with diverse peoples at all system levels.
#13.	Demonstrate knowledge, skill and professional competence in <i>preparation for Graduate level study</i> in Social Work.

## **XVII. Forms and Appendices**

## Appendix A

### Letter of Intent to Enter Field Practicum Chadron State College Social Work Program

One semester prior to entering Field Practicum, Appendix A, the Letter of Intent to Enter Field Practicum, is submitted to the Field Director. Exact submission date to be determined by Field Director.

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

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

Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Semester for which you are requesting Practicum: \_\_\_\_\_

Proposed Practicum Sites (*if known*):

First Preference: \_\_\_\_\_

Second Preference: \_\_\_\_\_

Signature: \_\_\_\_\_

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



## Appendix B

### Application for Field Practicum Chadron State College — Social Work Program

#### I. Identifying Information:

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

Address: \_\_\_\_\_  
*Street State Zip*

Address while in school:  
\_\_\_\_\_  
\_\_\_\_\_

College E-mail:  
\_\_\_\_\_

Telephone: (Home/Cell) \_\_\_\_\_

Emergency Contact: \_\_\_\_\_  
*Name Relationship*  
(Address) \_\_\_\_\_  
(Phone) \_\_\_\_\_

#### Transportation and Automobile Liability Coverage:

Do you have a car available to use during practicum? Yes No

Do you have a driver's license? Yes No

Do you have automobile insurance? Yes No

#### II. Educational Information:

**Current Academic Standing: (Please check those courses which you have completed)**

\_\_\_ Essential Studies Requirements of Chadron State College

Social Work Courses Completed:

- \_\_\_ SW 231 (Introduction to) Professional Social Work
- \_\_\_ SW 251 Human Behavior in the Social Environment I
- \_\_\_ SW 252 Human Behavior in the Social Environment II
- \_\_\_ SW 271 Social Welfare History and Delivery Systems
- \_\_\_ SW 330 Human Diversity in the Rural Environment
- \_\_\_ SW 332 Services to Elderly and Differently Abled
- \_\_\_ SW 343 Research Methods
- \_\_\_ SW 343L Research Methods Lab
- \_\_\_ SW 431 Generalist Methods Lab
- \_\_\_ SW 432 Methods: Individuals and Families
- \_\_\_ SW 433 Methods II: Therapeutic and Task Groups
- \_\_\_ SW 434 Policy Analysis and Implementation
- \_\_\_ SW 435 Methods III: Organizations and Communities
- \_\_\_ SW 459 Pre-field and Orientation

List any other courses taken as required by Social Work Program:

- \_\_\_ BIO 121 Human Biology
- \_\_\_ BIO 121L Human Biology Lab
- \_\_\_ PSYC 131 Introduction to Psychology
- \_\_\_ PSYC 240 Statistics for Psychology
- \_\_\_ LS 236 Family Law
- \_\_\_ ECON 130 Survey of Economics

Course Substitutions:

Social Work Courses in Progress:

Overall GPA: \_\_\_\_\_

Social Work Program Courses GPA to Date: \_\_\_\_\_

**III. Paid/Unpaid Volunteer or Work Experiences Related to Social Work-Type Setting:**

Agency	Location	Title	Dates	Duties

**IV. Personal Profile:**

1. What personal strengths do you bring with you to your Field Practicum?

2. Describe your skills in writing and verbal communication:

3. What position you are most comfortable with in a group? (Example: supporter, leader, etc.)

4. How do you approach task accomplishment?

5. Career Goals: What do you want to do with your Social Work degree after graduation?

6. Identify populations you want to serve and social problems in which you are most interested.

7. Are there any specific issues you believe should be taken into consideration in choosing a Field Placement for you?

**V. Personal Statement:** *(Attach to this document)*

**VI. Request for Special Accommodations:**

*(If you have are differently abled, you do not need to discuss how you are differently abled if you do not wish to do so; please provide the specific workplace adaptive requirements and accommodations you may need.)*

**VII. Special Sections**

*(Please read carefully each of the following sections. Your signature below will confirm that you have read the sections.)*

- |           |  |
|-----------|--|
| <b>A.</b> | If you have indicated a desire for differently abled accommodation(s) for a Field Practicum, you should contact the Field Director to inform him/her of the accommodation(s) you require. You do not have to disclose the nature of your disability to the Director when requesting the accommodation(s). The Director may refer you to the Disability Services Coordinator at the Office of Academic Success to establish eligibility for the requested accommodation(s). Once the need for an accommodation(s) has been established, the Director will work with the agencies regarding implementation of the accommodations. You are always free to contact the Disability Services Coordinator for assistance in obtaining accommodations. |
| <b>B.</b> | If you are requesting a Concurrent Field Practicum, attach a one-page statement justifying your need to do a concurrent placement instead of a block placement and the conditions of the agreement by which you will address participation in Professional Seminar in your second semester of Practicum.   |

- |           |   |
|-----------|---|
| <b>C.</b> | If you are a student requesting to do a Field Practicum in an agency where you are employed, attach a two-page proposal <u>outlining how this proposed practicum will differ from paid work done by the student in the Agency</u> . In the statement the student is expected to identify: (1) the person and title who might supervise the practicum and the person who now supervises your work, (2) specific activities to be performed to meet learning objectives that differ from work activities, (3) populations of people to be served and how these differ from populations served during your work assignment hours, (4) hours of scheduled work and hours for scheduled practicum, and (5) a description of how practicum time will be protected. Your request to enter field placement and your proposal to do a practicum in your current agency will be approved/disapproved by the Social Work Field Director with recommendations by the Social Work Program Advisory Committee. Even if your proposal is approved, final approval of your practicum will depend upon the successful completion of a written learning contract developed by the student with the employer, the prospective Field Instructor and Task Supervisors, and as appropriate, the Field Director. |
| <b>D.</b> | Please be advised, you will be required to complete a Criminal Background Check before entering Field.  |
| <b>E.</b> | Please be advised that depending upon the Agency where you do your practicum, you may need to provide the Agency documentation as to dates, places, and times of various immunizations.   |

**Release of Information:** *(your signature affirms the following)*

- |            |  |
|------------|--|
| <b>1.</b>  | that you have answered this application to the best of your knowledge,   |
| <b>2.</b>  | that you have read and understood the notifications provided in Special Sections above,  |
| <b>3.</b>  | that you give permission to the Field Director, Social Work Program, and Chadron State College to release the following information to field instructors in field practicum agencies being considered for your practicum supervision and placement:  |
| <b>(a)</b> | <i>your written Application for Field,</i>   |
| <b>(b)</b> | <i>your written resume, personal statement, and supporting materials,</i>  |
| <b>(c)</b> | <i>verbal information related to your learning needs and academic performance</i>  |
| <b>(d)</b> | <i>faculty observations about your follow-through, cooperativeness, initiative, independence, reliability, verbal and written communication skills, and</i>  |
| <b>(e)</b> | <i>faculty observations about your critical thinking skills, including: the breadth, depth, and relevance of your thinking processes as reflected in written assignments, verbal participation, and interactions with faculty and students.</i>  |
| <b>4.</b>  | that the permission to release information given in section X (3) above includes a consent to release records that are considered educational records under the Family Educational Rights and Privacy Act of 1974 (FERPA). Such consent is limited to those documents listed in section 3(a-e) above. Student also consents to CSC background check prior to entering field. |

This information is to be shared with prospective Field Instructors in order to match you with the supervisor and with the agency that can best meet your learning needs and that can best help you to achieve the learning objectives for the field practicum.

You can refuse to give permission, or you can withdraw your permission to release information by submitting a written statement to that effect to the Field Director. Please be advised that not

giving permission to release information or rescinding your permission to release information may reduce the likelihood of your success in Field.

<b>Student's Signature</b>		<b>Date</b>	
--------------------------------	--	-------------	--

<b>Field Director's Signature</b>		<b>Date</b>	
-----------------------------------	--	-------------	--

**Field Director Signoff**

*I have reviewed the student's Application for Field Instruction and the student's curricular preparation for field. I concur with the student's readiness to apply for field instruction.*

*Please keep a copy of this application for your own record, and then return this application, your resume, and your personal statement to:*

**Field Director, Social Work Program  
Chadron State College  
1000 Main St., Miller Hall 204  
Chadron, NE 69337**

## Appendix C

### Chadron State College — Social Work Program AGENCY DATA

<i>Date:</i> _____
Agency: _____
Address: _____
City/State/Zip Code: _____
Telephone(s): _____

Field Instr. Name: _____
Title: _____
AND/OR
Task Supervisor Name: _____
Title: _____
Field Instructor: <input type="checkbox"/> BSW <input type="checkbox"/> MSW
<input type="checkbox"/> Approved Field Instructor <input type="checkbox"/> Approved Task Supervisor

**WORK SETTING** *(please describe)*



**LEARNING OPPORTUNITIES OF PRACTICUM** *(please describe)*

**NATURE/STRUCTURE OF SUPERVISION AVAILABLE TO STUDENTS** *(frequency, type, supervisory style, ect.)*

**STIPENDS/GRANTS/FUNDING AVAILABLE TO STUDENTS** *(does the agency pay stipends, provide grants, offer housing, or offer other opportunities for students to pay some of their living expenses)*

## Appendix D

(Check one)  **Field Instructor**  
 **Task Supervisor**

Chadron State College  
Social Work Program  
Information Sheet

Name: _____ <i>Last</i> <i>First</i>
Work Address: _____ <i>Street City State Zip</i>

Work Phone: _____
-------------------

Current Employment: _____
Address: _____ <i>Street City State Zip</i>
Title: _____ E-mail: _____

Field director has determined that \_\_\_\_\_ is qualified to be a field instructor.

YES  NO

Field director has determined that \_\_\_\_\_ is qualified to be a task supervisor.

YES  NO

## Appendix D

(Check one)  **Field Instructor**  
 **Task Supervisor**

Chadron State College  
Social Work Program  
Information Sheet

Name: _____ <i>Last</i> <i>First</i>
Work Address: _____ <i>Street City State Zip</i>

Work Phone: _____
-------------------

Current Employment: _____
Address: _____ <i>Street City State Zip</i>
Title: _____ E-mail: _____

Field director has determined that \_\_\_\_\_ is qualified to be a field instructor.

YES  NO

Field director has determined that \_\_\_\_\_ is qualified to be a task supervisor.

YES  NO

## **Expectations of a Field Instructor in the Department of Social Work**

1. Interview prospective student interns to assess the match between student and yourself.
2. Serve as a role model and mentor to students under your instruction. Serve as the primary supervisory instructor for the student while in the Field Agency. Other staff may provide task specific input.
3. Collaborate with Student interns, Task Supervisors, and the Field Director, in development of task specific Learning Contracts that operationalize the Learning Outcomes of the Field Practicum and the Goals and Objectives of the Program. Verify acceptance of the learning contract by signing off on the final contract.
4. Assist the student in being oriented to the agency, agency policies, and duties as applicable. Assist the student in obtaining office space, phone, mailboxes, support services and other agency resources in order to complete tasks in timely manner.
5. Ensure an educational focus in the practicum experience and provide a minimum of one to two scheduled hours per week of one-on-one, face-to-face individual supervision to each student you supervise (one hour bi-weekly for half-time placements.) Be available to the student on an ongoing basis to respond to questions and to provide episodic supervisory guidance.
6. Assist the student in arranging work schedules to expedite her/his ongoing attendance at required Field Seminars during the academic term. Field Instructors will ensure that if a student is employed in the agency in which they are doing practicum where they are employed, the follow will apply: a) a different supervisor, b) a different population and/or c) a different mode of service delivery.
7. Verify that the student completes the required hours in Field placement by signing a weekly time report form.
8. Cooperate with the Field Director regarding midterm and final evaluations. Provide the student with ongoing feedback related to performance in the field practicum.
9. Meet with the Field Director as promptly as possible if concerns or problems regarding student learning, attendance, or performance occur during the Field placement.
10. For Field Instructor Education, review Field Manual and view training program.
11. **The Field Instructors agree that he/she will work with students in accordance with the NASW Code of Ethics and with all applicable state and federal laws. In particular, the Field Instructor agrees that he/she will work with Social Work students regardless of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.**

## Appendix E

### Practicum Agreement Chadron State College — Social Work Program

Student's Full Name		Home/Cell Phone Number	
Address		E-Mail Address	
City, State, Zip			
Title in Placement			
Agency			
Address			
Student's Beginning Date of Field Practicum			
Expected Date Student Will Complete Practicum			
Approximate No. Hrs. per Wk. Student will work			
Expectations and Hours during Holidays & Breaks	Students will follow agency's guidelines. Students will request permission from field instructor or task supervisor for any time off.		

# Seminar Confidentiality Guidelines and Agreement

## Chadron State College Social Work Program

It is the policy of the Social Work Program at Chadron State College that all students who participate in Field Practicum will maintain ethical standards expected of social workers.

All students are expected to maintain the principle of confidentiality in their Field Practicum in recognition of the trust which is placed in them by the faculty of the College, the clients they work with, and the agencies which have given them the opportunity for work experience.

Students are expected to maintain the following standards regarding confidentiality:

1. Outside of the placement agency, no information regarding specific clients or consumers is to be revealed.
2. In seminar sessions, students may discuss events and clients from their Field agencies but **may not identify clients or staff by name**. Additionally, discussions which take place in seminar must remain in the seminar. PLEASE BE CONSTANTLY AWARE THAT OCCASIONAL SEMINAR SESSIONS MAY BE ACCOMPLISHED VIA BROADCAST OVER THE ITV INTERACTIVE TELEVISION SYSTEM FOR LONG-DISTANCE EDUCATION STUDENTS! It is especially important that **no** identifying information be revealed. No information may be discussed outside of seminar, except with appropriate faculty members.
3. Written work such as logs or case studies **may not contain the real names of clients, consumers or agency personnel**.
4. Students must take initiative and responsibility for knowing the confidentiality policies of agencies in which they are placed and must abide by such policies.
5. When in doubt about any confidentiality issue or practice, students should consult with their Field Instructor or the Field Director at the College.
6. Any student who violates the standards of confidentiality listed herein may lose the opportunity to continue the Field Practicum, may receive a failing grade, and may be subject to dismissal from the Social Work Program.

**I understand the above-stated policy of confidentiality of the Social Work Program at Chadron State College, and I agree to abide by it during any Field placements in which I participate.**

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

## Appendix F

### SOCIAL WORK/AGENCY AGREEMENT

This agreement is made by and between the Social Work Program, Department of Counseling, Psychology, and Social Work, Chadron State College, Chadron, Nebraska and \_\_\_\_\_, the Agency.

The Social Work Program Curriculum within Chadron State College desires to obtain social work experience for students enrolled in the curriculum.

The Agency is committed to the professional development, education, and training of Social Work Students and is willing to assist in their education by providing opportunities to complete a Field Practicum experience.

Therefore, the Social Work Program and the agency agree as follows:

#### **CHADRON STATE COLLEGE & SOCIAL WORK PROGRAM AGREE:**

- 1.1 To be responsible for meeting program accreditation requirements.
- 1.2 To provide a Field-based instruction manual to the agency and to the students that outlines the standards of performance and provides guidelines for the Social Work practicum experience.
- 1.3 To provide general liability insurance for the students and college faculty. Students are encouraged to obtain additional Professional Liability Coverage through their professional organization or private insurer.
- 1.4 To inform students of the confidential nature of all Agency and client records and information.
- 1.5 To provide to the Agency information regarding the student's experience or academic background both prior to placement and as authorized by the student's signed waiver in the Application for Practicum.
- 1.6 To place only students who have satisfactorily completed all required prerequisite courses and any other academic requirements, who have satisfactorily applied for Field instruction, and who have been unanimously recommended by Social Work program faculty for placement.
- 1.7 To meet with the Agency Field Instructor and student intern at least two times during an academic term or at least four times when the internship covers two academic terms.

## **II. THE AGENCY AGREES:**

1.8 That students in either paid or unpaid internships with the Agency are considered students of the College and not employees of the Agency. As such, the ultimate priority for students in practicum placement is the completion of assigned learning tasks and learning experiences. In the case of placements where students are placed in agencies where currently employed, student learning contracts must involve learning experiences and tasks that are wholly different from the experiences and tasks normally performed by the student in the course of employment. Furthermore, students must have a Field Instructor that is different from his or her normal work supervisor. The agency will participate with the College and the student in developing a time schedule that protects student opportunities to carry out their learning contracts.

1.9 To collaborate with the Social Work Program at Chadron State College in the development and selection of learning assignments which meet the educational needs of students as set forth in the Field Manual and established by the Council on Social Work Education and the College, prior to the student commencing the practicum.

2.0 To supervise and instruct the students during the social work experience by being available for minimum of one hour per week of individual supervision and by being available during the week for additional consultations.

2.1 To participate in Midterm and Final student performance evaluations as directed by the Social Work Program.

2.2 To notify the Social Work Program Field Director immediately if the student is not performing satisfactorily.

2.3 To provide the students with appropriate space and resources, including but not limited to: mileage for Agency activities, telephone, and access to the agency's support services in order to carry out assigned duties.

2.4 To orient students and, as needed, the Field Director, to the Agency and its policies, procedures, rules and regulations applicable to student conduct while in the agency.

2.5 To notify the Social Work Program prior to student placement in the Agency of any requirements for a vehicle, criminal background investigation, student immunizations, medical insurance coverage, or other liability coverage.

2.6 To maintain all licenses, permits, certificates and accredited statuses held at the time of execution of this Agreement which are applicable to performance of this Agreement.

2.7 To allow Task Supervisors and Field Instructors adequate time for instruction and supervision of the student.



### **III. THE SOCIAL WORK PROGRAM AND THE AGENCY AGREE:**

2.8 That the number of students placed in the Agency, the duration, and the timing of the social work experience shall be mutually agreed upon.

2.9 To collaborate with each student placed in the Agency in completing a written learning contract that specifies the expected time frame for completing the Field Placement, estimated number of hours to be worked each week, Social Work experience objectives to be completed, assignments related to those objectives, and other learning activities covering the duration of the student's placement in the agency.

3.0 To follow termination procedures outlined in the Field Instruction Manual in the event a placement is terminated prior to its intended conclusion.

3.1 That the Agency may exclude from participation any student whose performance is determined to be detrimental to the Agency's clients; who fails to comply with proper channels of communication, or established agency policies and procedures, or with the Social Work Code of Ethics; or whose performance is otherwise unsatisfactory, including any student who is unable to maintain compatible working relationships with the Agency's employees, or whose health status may prevent required attendance and the student's successful completion of the Social Work Practicum experience.

### **IV. LIABILITY**

3.2 Each party will be responsible for any claims arising out of the negligent or wrongful acts or omissions of its employees acting within the scope of their duties in the performance of this agreement.

3.3 Subject to Nebraska law and the limits of insurance of Chadron State College, if any, each party shall be responsible for claims of negligence based on that party's acts in performance of this agreement. Nothing herein shall preclude the State of Nebraska from asserting against third parties any defenses to liability it may have under Nebraska law.

3.4 The Agency agrees to inform the Social Work Program in the event either an investigation or claim arises out of patient or client care services performed by a student or Social Work Program faculty and shall provide the Social Work Program with reasonable access to information involving such student or faculty in any investigation or claim. The Agency shall notify the Social Work Program of the disposition of any such investigation or claim.

### **V. TERM AND TERMINATION OF THIS AGREEMENT:**

3.5 This agreement shall be effective beginning the first day student reports for practicum and ends with student's last day of practicum.

3.6 The Social Work Program at Chadron State College may terminate this agreement effective upon delivery of written notice to the agency or on a later date as may be stated in the notice, if any license, permit, certificate or the accreditation required by law, rule or regulation, or by the terms of this agreement, is for any reason denied, removed, suspended, or not renewed.

**VII. APPLICABLE LAW:**

This agreement is governed by the laws of the State of Nebraska.

**VIII. ASSIGNMENT AND NOTIFICATIONS:**

Neither party may assign, transfer, or delegate any right or duty without the written consent of the other party. All communications and notices affecting the rights and duties under this Agreement will be given by registered or certified mail, addressed to the parties as indicated below.

Notices to the Social Work Program at Chadron State College shall be addressed to:

Bruce Hoem, Field Director  
Chadron State College  
Department of Counseling, Psychology, and Social Work  
Miller Hall  
1000 Main St.  
Chadron, NE 69337

This agreement may not be waived, altered, modified, supplemented, or amended in any manner except by written agreement signed by both parties.

Authority to execute documents pertaining to this agreement is vested in the Social Work Program at Chadron State College and the Executive of the Agency or her/his designee. This agreement constitutes the entire agreement between the parties. There are no understandings, agreements, or representations, oral or written, not specified within this agreement.

**AUTHORIZING SIGNATURES:**

Approved for Social Work Program Approved

for the Agency

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

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

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

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

## Appendix G

### BSW Learning Contract Social Work Program--Chadron State College

<b>Student's Name</b>		<b>Phone Numbers</b>	
<b>Agency Name</b>		<b>Agency Phone Numbers</b>	

**INSTRUCTIONS:** *For each of the nine Council on Social Work Education (CSWE) EPAS 2015 Core Competencies specified below, please indicate the activities, tasks, or strategies identified in order for student to demonstrate progress toward the goals for each competency. Also, for all activities, tasks, or strategies identified, please indicate how progress toward completion of the goals will be assessed.*

#### **Nine Core Competencies:**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social Workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education.

**Competency 4: Engage In Practice- informed Research and Research-informed Practice**

Social Workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

**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 diverse individuals, families, groups, organizations, and communities.

**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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

**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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

**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.

**Field Instructor:**

**Please Evaluate the Extent to Which the Goal Has Been Completed at Midterm and at Final by Using the Following 0-10 Scale:**

**(Not Started) 0    1    2    3    4    5    6    7    8    9    10 (Totally Completed)**

<p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p>	<p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles to critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>						
<p><b>Suggestions for Practicum Goals:</b></p>	<p><b>Strategies, Tasks, or Assignments to Achieve Goal:</b></p>	<p><b>Goal Completion Will Be Determined and Assessed By:</b></p>					
<ul style="list-style-type: none"> <li>• What can the student do regarding sharing services of agencies with others in the area?</li> <li>• What can the student do to assist staff in understanding the needs of rural clients?</li> <li>• How can the student demonstrate that he/she is aware of agency regulations?</li> </ul>	<p style="text-align: center;"><u>Example</u></p> <p>Student will work with field instructor and/or task supervisor to develop outreach material to be distributed in agency service area and study impact of rural service delivery. Will provide in-service to staff on the challenges of rural delivery of services.</p>	<p style="text-align: center;"><u>Example</u></p> <p>Outreach material to be presented to Field Instructor/Task Supervisor by April 1. Documented evidence of in-service presented to staff.</p>	<table border="1"> <tr> <td style="text-align: center;">Mid</td> <td style="text-align: center;">Final</td> </tr> <tr> <td colspan="2" style="height: 20px;"> </td> </tr> </table>	Mid	Final		
	Mid	Final					
<p style="text-align: center;"><u>Example</u></p> <p>Student will study agency regulations and guidelines as presented by Field Instructor or Task Supervisor, developing a list of at least 5 student-selected regulations or guidelines for supervisory discussion.</p>	<p style="text-align: center;"><u>Example</u></p> <p>Evidence of understanding agency regulations and guidelines through discussions in supervision. Evidence of a list of 5 selected regulations or guidelines for more in-depth discussion.</p>	<table border="1"> <tr> <td style="text-align: center;">Mid</td> <td style="text-align: center;">Final</td> </tr> <tr> <td colspan="2" style="height: 20px;"> </td> </tr> </table>	Mid	Final			
Mid	Final						

<p><b>Competency 1:</b>  <u><b>Demonstrate Ethical and Professional Behavior</b></u></p>	<p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>				
<p><b>Suggestions for Practicum Goals:</b></p>	<p><b>Strategies, Tasks, or Assignments to Achieve Goals:</b></p>	<p><b>Goal Completion Will Be Determined and Assessed By:</b></p>			
<ul style="list-style-type: none"> <li>• How may a student demonstrate ethical decisions that are based on the NASW Code of Ethics?</li> <li>• In what ways can a student demonstrate self-regulation of personal values when interacting with clients?</li> <li>• In what ways can a student demonstrate professionalism through such things as behavior, appearance, and communication?</li> <li>• Can you provide an example of how a student would use technology ethically and appropriately?</li> <li>• How can a student use constructive criticism to improve judgement and behavior?</li> </ul>			<table border="1"> <tr> <td>Mid</td> <td>Final</td> </tr> </table>	Mid	Final
	Mid	Final			
		<table border="1"> <tr> <td>Mid</td> <td>Final</td> </tr> </table>	Mid	Final	
Mid	Final				

<p><b>Competency 2: Engage Diversity and Difference in Practice</b></p>	<p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including by not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, to age class, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>			
<p><b>Suggestions for Practicum Goals:</b></p>	<p><b>Strategies, Tasks, or Assignments to Achieve Goals:</b></p>	<p><b>Goal Completion Will Be Determined and Assessed By:</b></p>		
<ul style="list-style-type: none"> <li>• How can a student demonstrate his/her commitment to diversity as an intern?</li> <li>• What can a student do to recognize that clients are the experts of their own experiences?</li> <li>• In what ways can a student manage his/her personal biases?</li> <li>• How may a student be more aware of oppression and discrimination as it relates to this agency?</li> </ul>			Mid	Final
			Mid	Final
			Mid	Final

<b>Competency 3:</b> <u><b>Advance Human Rights and Social, Economic, and Environmental Justice</b></u>	Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.			
<b>Suggestions for Practicum Goals:</b>	<b>Strategies, Tasks, or Assignments to Achieve Goals:</b>	<b>Goal Completion Will Be Determined and Assessed By:</b>		
<ul style="list-style-type: none"> <li>• How can a student apply his/her understanding of social, economic, and environmental justice to advocate for human rights?</li> <li>• What practices may a student engage in to advance social, economic, and environmental justice?</li> <li>• How can a student demonstrate that he/she understands that clients have a right to self-determine?</li> <li>• How can a student respect his/her clients' fundamental right?</li> </ul>			Mid	Final
			Mid	Final
			Mid	Final



<b>Competency 4: Engage In Practice- informed Research and Research-informed Practice</b>	Social workers understand quantitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiples ways of knowing. They also understand the processes for translating research finding into effective practice.			
<b>Suggestions for Practicum Goals:</b>	<b>Strategies, Tasks, or Assignments to Achieve Goals:</b>	<b>Goal Completion Will Be Determined and Assessed By:</b>		
<ul style="list-style-type: none"> <li>• How can the student use practice experience to enhance research for the agency?</li> <li>• How can a student use quantitative and qualitative research method to help with agency research?</li> <li>• How can a student use and interpret research evidence to inform and improve agency practices?</li> </ul>			Mid	Final
			Mid	Final
			Mid	Final

<b>Competency 5: Engage in Policy Practice</b>	Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organization, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.			
<b>Suggestions for Practicum Goals:</b>	<b>Strategies, Tasks, or Assignments to Achieve Goals:</b>	<b>Goal Completion Will Be Determined and Assessed By:</b>		
<ul style="list-style-type: none"> <li>• How can a student identify social policies that impact agency clients?</li> <li>• How can a student demonstrate an understanding of how economic policies affect the agency?</li> <li>• How may a student apply critical thinking to advance human rights?</li> <li>• How may a student better understand the policies that affect the agency?</li> </ul>			Mid	Final
			Mid	Final
			Mid	Final

<p><b>Competency 6:</b>  <u><b>Engage with Individuals, Families, Groups, Organizations, and Communities</b></u></p>	<p>Social workers understand that engagement 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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>			
<p><b>Suggestions for Practicum Goals:</b></p>	<p><b>Strategies, Tasks, or Assignments to Achieve Goals:</b></p>	<p><b>Goal Completion Will Be Determined and Assessed By:</b></p>		
<ul style="list-style-type: none"> <li>• How may a student apply his/her theoretical knowledge to engage with clients?</li> <li>• In what ways can a student use empathy, reflection, and interpersonal skills to engage diverse clients?</li> <li>• How can a student use the principles of relationship-building and inter-professional collaboration to engage with other professionals?</li> </ul>			Mid	Final
			Mid	Final

<p><b>Competency 7:</b>  <u><b>Assess Individuals, Families, Groups, Organizations, and Communities</b></u></p>	<p>Social workers understand that assessment 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 understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups organizations and communities. Social workers understand methods of assessment with divers clients and constituencies to advance practice effectiveness. Social workers recognize implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>			
<p><b>Suggestions for Practicum Goals:</b></p>	<p><b>Strategies, Tasks, or Assignments to Achieve Goals:</b></p>	<p><b>Goal Completion Will Be Determined and Assessed By:</b></p>		
<ul style="list-style-type: none"> <li>• In what ways can a student use critical thinking to collect and organize client data?</li> <li>• How can a student demonstrate an understanding of human behavior as it pertains to clients?</li> <li>• How can a student help clients develop intervention goals based on the client’s strengths, needs, and challenges?</li> <li>• How can a student help a client develop effective intervention strategies?</li> </ul>			Mid	Final
			Mid	Final

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration			
<b>Suggestions for Practicum Goals:</b>	<b>Strategies, Tasks, or Assignments to Achieve Goals:</b>	<b>Goal Completion Will Be Determined and Assessed By:</b>		
<ul style="list-style-type: none"> <li>• How can a student develop interventions that help clients achieve their goals?</li> <li>• In what ways can a student collaborate with others in the agency to achieve practice outcomes?</li> <li>• In what ways may a student negotiate, mediate, and advocate for a diverse client population?</li> <li>• How can a student help clients with life transitions and endings?</li> </ul>			Mid	Final
			Mid	Final

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	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, communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behaviors and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.				
<b>Suggestions for Practicum Goals:</b>	<b>Strategies, Tasks, or Assignments to Achieve Goals:</b>	<b>Goal Completion Will Be Determined and Assessed By:</b>			
<ul style="list-style-type: none"> <li>• In what ways can a student use appropriate method for evaluations and outcomes?</li> <li>• How may a student critically analyze, monitor, and evaluate intervention and program processes and outcomes?</li> <li>• In what ways can a student use evaluation finding to improve practice?</li> </ul>			<table border="1"> <tr> <td>Mid</td> <td>Final</td> </tr> </table>	Mid	Final
	Mid	Final			
		<table border="1"> <tr> <td>Mid</td> <td>Final</td> </tr> </table>	Mid	Final	
Mid	Final				

**STUDENT SIGNATURE:**

<i>Midterm</i>		<i>Date</i>	
<i>Final</i>		<i>Date</i>	

**FIELD INSTRUCTOR'S SIGNATURE:**

<i>Midterm</i>		<i>Date</i>	
<i>Final</i>		<i>Date</i>	

**TASK SUPERVISOR'S SIGNATURE:**

<i>Midterm</i>		<i>Date</i>	
<i>Final</i>		<i>Date</i>	

**FIELD DIRECTOR'S SIGNATURE:**

<i>Midterm</i>		<i>Date</i>	
<i>Final</i>		<i>Date</i>	

*(Appendix G revised fall 2020, Hoem)*

## Construction of a Learning Contract

1. A learning contract consists of a number of action statements that address: (a) the specific activity that one will engage in during the practicum experience and (b) the specific ways that the student's knowledge, skills and/or values will be demonstrated to the Field Instructor.
2. In identifying tasks for the learning contract, it may be helpful to envision yourself at the conclusion of the Field Practicum experience and to ask yourself: (a) How do I want to see myself functioning? (b) What do I want to be able to do that I am not comfortable doing now? (c) What do I want to understand that I do not understand now?

As an example, let's look at the expectation that you will work with individuals. As part of the expectation, you will need to work one on one with individuals. Your site and interests will determine what age or classification of individuals you will actually work with during placement. So you may begin by simply stating, ***"I will be responsible for working one on one with children and/or adults who are referred for assessment and treatment by the intake department."*** When it comes to your work with these individuals, what specific skills, knowledge, etc. do you want to develop? ***"I will be responsible for conducting assessments and providing play therapy with children. I will be responsible for conducting assessments and providing outpatient counseling with adults."*** If you can further define the specifics of what areas you want to work on that is wonderful, but the above specificity will suffice. However, you will also need to include a description of how you will demonstrate these competencies to your Field Instructor. You might then state, ***"I will invite the Field Instructor to observe sessions when I am conducting intake assessments and play therapy and will ask for verbal feedback. I will videotape sessions and request my Field Instructor to review the videotapes and give me feedback during supervisory sessions. I will provide my Field Instructor with written assessments and request feedback on these assessments."*** Given a bit of thought on your part, you might find many other ways to demonstrate competencies.

For another example, let's explore the issue of policy. Again, you need to demonstrate a task and how you will show competencies. Let's say in this case you are working with the facility administrator, who is your Task Supervisor. You need to identify a policy area related to the site and your interests. The policy area can be issues of licensure of personnel, recordkeeping, eligibility as determined by the state or federal government, compliance with ADA, etc. If your Field Instructor is not interested in the same specific policy area as you, then with your Field Instructor's support you can seek out others in the agency who have expertise in your chosen policy area. You could then state, ***"I will be responsible for evaluating the compliance of the facility with ADA regarding access, treatment and hiring. In doing so, I will review federal, state and agency policies. I will provide the Task Supervisor with a written summary of the issues and recommendations. I will work with the Task Supervisor in identifying strategies for implementing my findings."*** Furthermore, you will need to demonstrate competencies to your Field Instructor. ***"I will arrange for my Task Supervisor to meet with me and my Field Instructor on three occasions during the practicum to discuss my skills in policy analysis and my knowledge of the policy process. I will present a synopsis of my research to a leadership group within the facility. During supervisory sessions, I will keep my Field Instructor updated on my activities related to policy. I will ask my Task Supervisor, Field Instructors and others with whom I work to give me feedback."***



## Appendix H

### Chadron State College Social Work Program

#### EVALUATION OF STUDENT PERFORMANCE IN PRACTICUM SW 464 Field Practicum

Name of Agency	
Academic Term and Year	
Student	
Field Instructor	
Task Supervisor(s)	

<p style="text-align: center;"><b>FIELD INSTRUCTOR OR TASK SUPERVISOR:</b> <b>Please give a brief description of what you believe student has learned.</b></p> <p><i>(Complete at end of practicum)</i></p>
---

*Students are evaluated at midterm and at the end of the internship by their Field Instructor and Field Director. The Field Instructor also includes feedback from Task Supervisors who worked with the student. Please rate the student on the following scale:*

*1 = Failing level*

*2 = Below expected level*

*3 = At expected level*

*4 = Above expected level*

*5 = Outstanding level*

*IE = Insufficient Evidence (at Midterm only)*

*AP = Activity Planned Not Ready for  
Evaluation (at Midterm only)*

## Competency 1

### **Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

### **At what level does the student:**

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, ethical conduct of research, and additional codes as appropriate to context of agency

#### (a) Individuals

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

#### (b) Families

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

#### (c) Groups

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

4. Use technology ethically and appropriately to the satisfaction of the agency

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

5. Use Field Instructor/Task Supervisor supervision and consultation to guide professional judgement and behavior

Midterm: 1 2 3 4 5 IE AP  
 Final: 1 2 3 4 5 IE AP

## Competency 2

### **Engage Diversity and Difference in Practice**

Social workers understand how diversity and differences characterize and shape of the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, to age, class, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

### **At what level does the student:**

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences

Midterm: 1 2 3 4 5 IE AP  
 Final: 1 2 3 4 5 IE AP

2. Present him/herself as a learner and engage clients as experts of their own experiences

Midterm: 1 2 3 4 5 IE AP  
 Final: 1 2 3 4 5 IE AP

3. Apply self-awareness and self-regulation to manage personal biases and values when working with clients

Midterm: 1 2 3 4 5 IE AP  
 Final: 1 2 3 4 5 IE AP

## Competency 3

### **Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person, regardless of position in society has fundamental human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights and violations, and they are knowledgeable about theories of human need and social justice, as well as strategies to promote social

and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

**At what level does the student:**

1. Apply understanding of social, economic, and environmental justice to advocate for human rights

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

2. Engage in practices that advance social, economic, and environmental justice

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

**Competency 4**

**Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiples ways of knowing. They also understand the processes for translating research finding into effective practice.

**At what level does the student:**

1. Use internship experiences and education to inform any research done for the agency

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

2. Apply critical thinking to engage in the analysis of quantitative and qualitative research methods and research findings

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

3. Use research evidence to inform and improve practice and service delivery for the agency

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

## Competency 5

### **Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organization, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

### **At what level does the student:**

1. Understand social policy at the local, state, and federal level that impacts agency clients

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

2. Assess how social welfare and economic policies impact the client's access to social services

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

3. Apply critical thinking to analyze, formulate, and advocate for policies that advance opportunities for agency clients

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

## 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**At what level does the student:**

1. Apply knowledge of human behavior in the social environment to improve clients' outcomes

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

2. Use empathy, reflection, and other interpersonal skills to engage agency clients

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

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 with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**At what level does the student:**

1. Collect and organize data and apply critical thinking to understand information from clients

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

2. Apply knowledge of human behavior in the analysis of the assessment data from clients

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

3. Develop mutually agreed-upon intervention goals and objectives based on the assessment of clients' strengths, needs, and challenges

Midterm: 1 2 3 4 5 IE AP  
Final: 1 2 3 4 5 IE AP

4. Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

## 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and professional teamwork, and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

### **At what level does the student:**

1. Choose and implement interventions to achieve practice goals and enhance the well-being of clients

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

2. Apply knowledge of human behavior in interventions with clients

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

3. Use inter-professional collaboration to achieve beneficial outcomes for clients

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

4. Negotiate, mediate, and advocate on behalf of clients

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

5. Facilitate transitions and endings that satisfy mutually agreed-upon goals

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

## 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 recognize the importance of evaluating processes and outcomes to advance practice policy and service delivery effectiveness. Social workers understand theories of human behaviors and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

#### **At what level does the student:**

1. Select and use appropriate methods for evaluation of client outcomes

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

2. Critically analyze, monitor, and evaluate interventions and client outcomes

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP

3. Apply evaluation findings to improve practice effectiveness

Midterm:	1	2	3	4	5	IE	AP
Final:	1	2	3	4	5	IE	AP



**Field Instructor/Task Supervisor's comments regarding student's overall knowledge base:**

*(Complete at end of practicum)*

**Field Instructor/Task Supervisor's comments on student's skills and abilities:**

*(Complete at end of practicum)*

Documentation of field hours completed	
Midterm Field Hours:	Date:
Final Field Hours:	Date:

Field Instructor/Task Supervisor Recommended Grade
Midterm Grade:
Final Grade:

<b><u>Student Verification</u></b> My Field Instructor and/or Task Supervisor and Field Director have discussed this evaluation with me, and a copy will be provided to me.	
<i>(The student will place their initials in the correct box regarding whether they agree or disagree with the evaluations.)</i>	
I agree with the evaluation.	
Midterm Evaluation:	Final Evaluation:
I do not agree with the evaluation.	
Midterm Evaluation:	Final Evaluation:

**Signatures:**

**STUDENT SIGNATURE:**

<i>Midterm</i>		<i>Date</i>	
<i>Final</i>		<i>Date</i>	

**TASK SUPERVISOR'S SIGNATURE:**

<i>Midterm</i>		<i>Date</i>	
<i>Final</i>		<i>Date</i>	

**FIELD INSTRUCTOR'S SIGNATURE:**

<i>Midterm</i>		<i>Date</i>	
<i>Final</i>		<i>Date</i>	

**FIELD DIRECTOR'S SIGNATURE:**

<i>Midterm</i>		<i>Date</i>	
<i>Final</i>		<i>Date</i>	

**Seminar Instructor's Evaluation of Student in Field Seminar**  
Evaluation of student's ability to integrate practice and theory; quality of assignments;  
student's participation in field seminars:

*(To be completed by Seminar Instructor at the end of Practicum.)*

Final Grade Assigned: \_\_\_\_\_

**Field Director's Signature**

**Date:**

*(Appendix H revised fall 2020, Hoem)*

# Appendix I

Chadron State College  
Social Work Program

## STUDENT EVALUATION OF PRACTICUM EXPERIENCE

AGENCY	
FIELD INSTRUCTOR	
STUDENT	

Please provide feedback to the Social Work Program regarding your Field Practicum experience. Please circle the following questions on a scale of Agree, Neutral, or Disagree.

### The AGENCY

1. The agency provided an orientation.

**Agree**

**Neutral**

**Disagree**

2. The physical arrangements (desk, phone, etc.) at my placement were adequate.

**Agree**

**Neutral**

**Disagree**

3. I had opportunities to participate in workshops, seminars, and/or other training activities.

**Agree**

**Neutral**

**Disagree**

4. Staff seemed to accept students positively in the agency.

**Agree**

**Neutral**

**Disagree**

5. The amount of agency activity was sufficient for a challenging learning environment.

**Agree**

**Neutral**

**Disagree**

6. The agency assignments available to the student were appropriate and challenging.

**Agree**

**Neutral**

**Disagree**

**STUDENT COMMENTS:**

*(These comments may be shared with the agency in order to improve the experience for other students. If there are comments you wish to make which you intend for Social Work Faculty only, please attach a separate paper.)*

**Student Evaluation of  
FIELD INSTRUCTOR**

1. My Field Instructor met with me on a one-to-one basis for one hour of supervision each week.

**Agree**

**Neutral**

**Disagree**

2. My Field Instructor was accessible when I needed him/her and provided timely supervision and guidance during my field practicum.

**Agree**

**Neutral**

**Disagree**

3. My Field Instructor assisted me in being oriented to the agency, agency policies, duties and in obtaining office space, phone, mailboxes, support services and other agency resources I needed.

**Agree**

**Neutral**

**Disagree**

4. My Field Instructor demonstrated interest in my professional development and progress.

**Agree**

**Neutral**

**Disagree**

5. My Field Instructor collaborated with me, my Task Supervisor, and Field Director in developing a learning contract.

**Agree**

**Neutral**

**Disagree**

6. My Field Instructor provided me with ongoing feedback related to my performance in practicum.

**Agree**

**Neutral**

**Disagree**

**STUDENT COMMENTS:**

**Student Evaluation of  
TASK SUPERVISOR**

1. My Task Supervisor collaborated with me, my Field Instructor, and my Field Director, in developing a learning contract that identified the goals and specific learning tasks for my practicum.

**Agree**

**Neutral**

**Disagree**

2. My Task Supervisor Assisted me in being oriented to the agency, agency policies, duties, and in obtaining office space, phone, mailboxes, support services, and other agency resources I needed.

**Agree**

**Neutral**

**Disagree**

3. My Task Supervisor was available to me on an ongoing basis to respond to questions and to provide information on the specific tasks for which their expertise was required.

**Agree**

**Neutral**

**Disagree**

4. My Task Supervisor verified my hours by signing a weekly time report form if needed.

**Agree**

**Neutral**

**Disagree**

5. My Task Supervisor gave input at midterm and final evaluations regarding my performance, and participated in face-to-face evaluation meetings with me, my Field Instructor and Field Director.

**Agree**

**Neutral**

**Disagree**

**STUDENT COMMENTS:**

**Student Evaluation of the  
FIELD DIRECTOR**

SEMESTER		YEAR	
----------	--	------	--

1. I was adequately informed of what I needed to do to enter field practicum.

**Agree**

**Neutral**

**Disagree**

2. I was adequately informed about any deadlines related to field practicum.

**Agree**

**Neutral**

**Disagree**

3. The Field Practicum Manual is clear and well-organized.

**Agree**

**Neutral**

**Disagree**

4. The Pre-Field Course SW 459 was helpful in understanding the expectations and requirements for Field practicum.



**Agree**

**Neutral**

**Disagree**

5. The Field Director presented the Pre-Field Course SW 459 in a manner which was easy to understand.

**Agree**

**Neutral**

**Disagree**

6. The Field Director encouraged questions and relevant discussion.

**Agree**

**Neutral**

**Disagree**

7. The pre-field course, SW 459, met my needs and expectations with respect to planning for a Field practicum.

**Agree**

**Neutral**

**Disagree**

8. The Field Director was accessible for appointments.

**Agree**

**Neutral**

**Disagree**

9. The Field Director returned phone calls promptly.

**Agree**

**Neutral**

**Disagree**

10. The Field Director was helpful in exploring my readiness for completing a Field practicum.

**Agree**

**Neutral**

**Disagree**

11. The Field Director was helpful in exploring an appropriate agency match.

**Agree**

**Neutral**

**Disagree**

12. The application process proceeded in a timely manner.

**Agree**

**Neutral**

**Disagree**

13. Overall, I would rate the performance of the Field Director as:

**5**

**4**

**3**

**2**

**1**

**0**

The overall rating utilizes the following five-point scale:

5 = excellent: far exceeds standards; achievable but seldom attained performance

4 = very good: highly effective performance; exceeds standards

3 = good: good, competent performance; common level attained

2 = fair: needs slight improvement to meet standards

1 = poor: needs substantial improvement to meet standards  
0 = no basis for answering

**STUDENT COMMENTS:**

--

**Student Evaluation of  
PROFESSIONAL SEMINAR INSTRUCTOR**

AGENCY	
SEMINAR INSTRUCTOR	
STUDENT	

1. The Seminar Instructor encouraged me to participate during the discussions.

**Agree**

**Neutral**

**Disagree**

2. The Seminar Instructor appeared interested in what the students had to share.

**Agree**

**Neutral**

**Disagree**

3. The Seminar Instructor provided constructive comments and feedback during the sessions.

**Agree**

**Neutral**

**Disagree**

4. The Seminar Instructor created an atmosphere in which students felt free to share ideas and ask questions.

**Agree**

**Neutral**

**Disagree**

5. The Seminar Instructor graded my papers fairly.

**Agree**

**Neutral**

**Disagree**

6. The Seminar Instructor returned papers in a timely fashion.

**Agree**

**Neutral**

**Disagree**

7. The Seminar Instructor encouraged me to integrate practice theory with my Field practicum experience in my journal assignments.

**Agree**

**Neutral**

**Disagree**

8. Overall, I found the Seminar sessions to be helpful.

**Agree**

**Neutral**

**Disagree**

9. Overall, I would rate the performance of the Seminar Instructor as:

**5**

**4**

**3**

**2**

**1**

**0**

The overall rating utilizes the following five-point scale:

5 = excellent: far exceeds standards; achievable but seldom attained performance

4 = very good: highly effective performance; exceeds standards

3 = good: good, competent performance; common level attained

2 = fair: needs slight improvement to meet standards

1 = poor: needs substantial improvement to meet standards

0 = no basis for answering

**STUDENT COMMENTS:**

## Appendix J

### Field Instructor or Task Supervisor's Evaluation of Practicum Experience

I am a Field Instructor \_\_\_\_\_ Task Supervisor \_\_\_\_\_  
Semester & Year: \_\_\_\_\_ Student Supervised: \_\_\_\_\_

Please provide feedback to the Social Work Program regarding your experience as a Field Instructor or Task Supervisor. Please circle the following questions on a scale of Agree, Neutral, or Disagree.

1. The Social Work Field Director provided sufficient orientation to the program, its goals, and the process of Field education and the expectations of Students, Field Instructors, and Task Supervisors.

**Agree**

**Neutral**

**Disagree**

2. The Social Work Field Director provided adequate instruction regarding the learning outcomes, program goals and support in the process of the development of a Learning Contract.

**Agree**

**Neutral**

**Disagree**

3. The Field Director seemed to accept my input regarding student's progress.

**Agree**

**Neutral**

**Disagree**

4. The amount of activity in our agency was sufficient to create a challenging learning environment for the student.

**Agree**

**Neutral**

**Disagree**

5. The Seminar assignments made for the student were appropriate and challenging.

**Agree**

**Neutral**

**Disagree**

6. My Practicum Student met with me on a one-to-one basis for one hour of supervision each week (for Field Instructors)

**Agree**

**Neutral**

**Disagree**

7. The Field Director was accessible when I needed him/her.

**Agree**

**Neutral**

**Disagree**

8. The Field Director made the expectations of the student and myself clear, and provided a Field Manual for my reference.

**Agree**

**Neutral**

**Disagree**

9. The Field Director demonstrated interest in the professional development and progress of the student.

**Agree**

**Neutral**

**Disagree**

10. The Field Director facilitated the collaboration between me and the student to establish a learning contract.

**Agree**

**Neutral**

**Disagree**

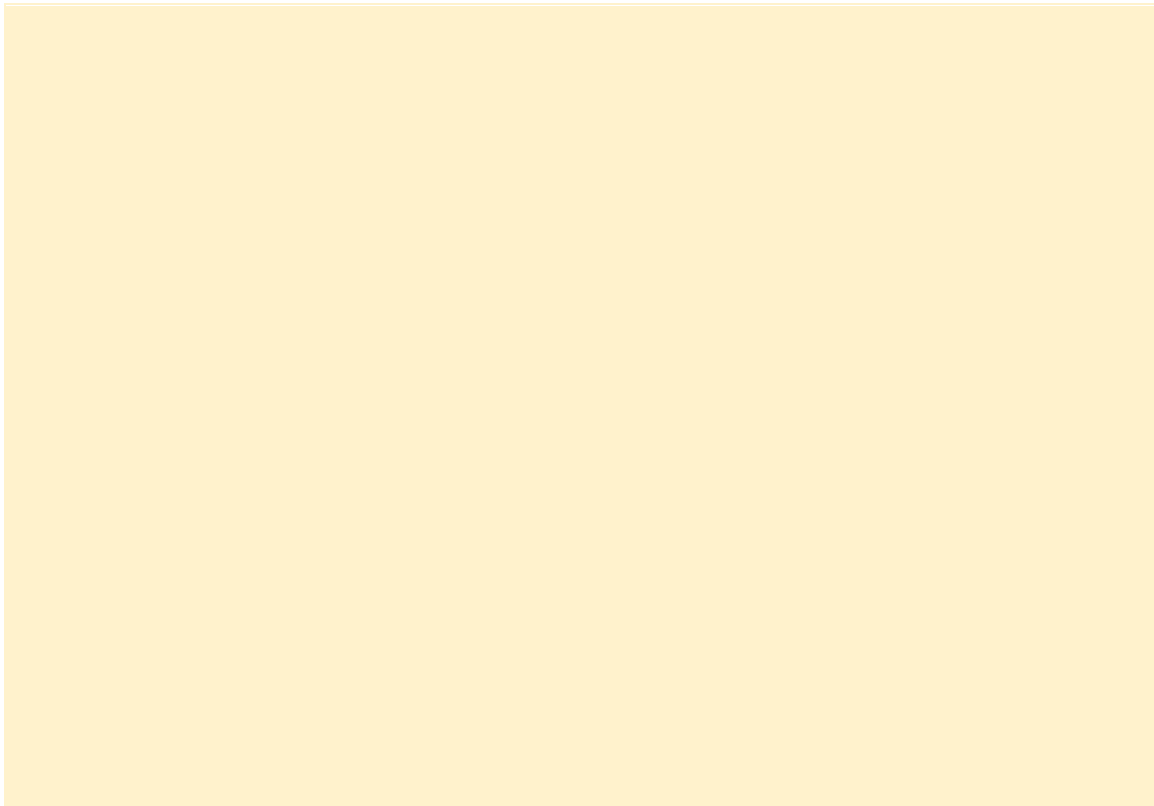
11. The Field Director was responsive to issues regarding ethical problems or challenges that came up during the practicum.

**Agree**

**Neutral**

**Disagree**

**COMMENTS AND SUGGESTIONS:**



## Appendix K

<b>BSW Field Instruction Timesheet</b>			
Student's Name:		Placement Agency:	
Field Instructor:		Task Supervisor (if necessary):	
<b>Dates Covered by This Timesheet</b>			
Start Date	End Date	Week in Placement	<b>Total Cumulative Hours</b> <i>(Including This Week)</i>

In each column, specify the time that you spent performing the tasks that are listed in the left column.

<b>TASKS:</b>	<u>SUN</u>	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THUR</u>	<u>FRI</u>	<u>SAT</u>
Direct service provided by student with individuals, families, groups, organizations, and communities, Federal, State and local legislative entities:							
Supervision by CSC approved Field Instructor:							
Supervision by Task Supervisor or other Agency Personnel							
Professional Development including orientation and training:							
Indirect Service involving case recordings, phone calls, meetings, and conferences about clients:							
Paperwork involving miscellaneous tasks, assignments, class work:							
Travel on behalf of agency:							
Friday Seminar:							
Other ( <i>brief description</i> ):							
<b>Total Daily Hours Worked:</b>							

**Total Hours Worked for the Week:** \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Agency Signature—Field Instructor or Task Supervisor

## Tips on Timesheets

- **PURPOSE OF TIMESHEETS:** The Field Instruction Timesheets are not something you are required to do simply to make more work for yourself. They are an important part of the Field Instruction course and are used by the Program for accreditation purposes and to verify hours in BSW Field Practicum when you apply for a Masters in Social Work Program.
- Use a “scratch” timesheet to jot down your time at the end of each day. Then simply total it up at the end of the week, check your addition to make sure your totals are correct, and transfer your weekly totals to the weekly timesheet to be turned in.
- **DO** keep track of your time in quarter-hour (15 minute) units; round your minutes off to the nearest quarter hour. For example, 15 minutes = .25 hour, 30 minutes = .50 hour, 45 minutes = .75 hours.
- **DO** account for all of your time in the Field. The space for “Other” is there for a reason; if you have some time that absolutely does not fit anywhere else, put it in “Other” and explain the activity. Or if you are unsure, check with your Field Instructor or Task Supervisor.
- **DO NOT** count holidays unless you actually spend time working at the agency on a holiday.
- **DO** check over your timesheet and make sure the total is correct!
- It is mandatory that your Field Instructor or Task Supervisor look over your timesheet each week and sign it!
- Get your timesheets in regularly. Failure to turn in your timesheets in a timely manner may be grounds for a deficiency or incomplete grade; completed timesheets are required of Field students, just as assignments are!
- The time you spend in Friday Seminar should be recorded in the “Seminar” space. However, time spent at the agency completing Field Seminar assignments should be limited. **STUDENTS ARE GENERALLY EXPECTED TO BE IN THE AGENCY SETTING ON A FULL-TIME BASIS (34-36 hours per week) FOR A BLOCK PLACEMENT.** A portion of this time, not to exceed 4 hours in any given week, may be used to complete Seminar assignments. You are encouraged to minimize the time you use at the agency for Seminar assignments and maximize the benefits of your opportunities through your available agency assignments and activities. *Time spent on assignments at home should not be recorded on your timesheets.*

## **Glossary of Terms**

- **DIRECT SERVICE TO CLIENTS:** Direct service refers to any actual contact with the defined client or client group, e.g., interviews, telephone calls, letters to clients.
- **INDIRECT SERVICE TO CLIENTS:** Indirect service refers to any activities in which you engage which will assist you in preparing for or are contacts on behalf of the client, but do not involve immediate or personal contact with the clients served. This includes collateral contacts, research, policy development, organization development, community organization, advocacy, education in support of direct service to clients, and administration related to a specific client or client group.
- **SUPERVISION:** Supervision refers to any contacts with your assigned supervisor. This includes the primary supervisor (Field Instructor) as well as other supervisors (Task Supervisors) assigned as part of your assignment to different programs, units or areas of service. These may include formal and informal interviews/discussions regarding your assignments and performance.
- **ADMINISTRATION:** Administration refers to those activities that are essential to the administration of the agency and generally are not related to any given client or client group. This includes activities which provide you with an orientation to the agency.
- **PROFESSIONAL DEVELOPMENT:** Professional development refers to participation in workshops, seminars, in-service and other continuing education endeavors which aim to enhance your abilities as a professional social worker.
- **RECORDING:** Recording refers to any documentation on behalf of a client or client group, e.g., social histories, psycho-social assessments, progress notes, transfer summaries, termination summaries, etc.
- **TRAVEL:** Travel refers to all travel time spent in the course of your practicum experience during the recognized workday schedule. This includes travel to and from Integrative Seminars and travel to and from conferences, workshops, etc. if the travel is done during the recognized workday. This does not include travel to and from the agency each day.
- **SEMINAR:** Seminar refers to the time actually spent in attendance at Seminar and the time spent at the agency completing Seminar assignments. Also, include weekly Seminar with the Field Instructor.
- **OTHER:** Other refers to time spent in Field practicum-related activities which does not fit into any of the above categories. If you must use the “Other” category, specify the nature of the activity.



## Appendix L

### *Chadron State College - Social Work Program*

### **Practicum Journal Entry Format**

The journal that will be used for student entries will be a typical, spiral-bound notebook. Each student must have at least 2 entries per week, and each entry must be dated and specified as to what it connects to. Each entry must also be at least a page in length. Throughout the semester, each student should use all of the entry formats found in Appendix L. Journal entries are to demonstrate analysis of the practicum activities and interventions used and should not simply be description.

<b>Connect to Theory</b>
*Describe a situation you encountered this week in practicum. *Describe a theory that related to the situation.
<b>Connect to Ethics and Values</b>
*Describe a situation you encountered this week in practicum. *Describe the ethics and values that related to the situation.
<b>Connect to Skills</b>
*Describe a situation you encountered this week in practicum. *Describe practice skills that related to the situation.
<b>Connect to Policy</b>
*Describe a situation you encountered this week in practicum. *Describe a policy that related to the situation.
<b>Connect to Research</b>
*Describe a situation you encountered this week in practicum. *Describe research that related to the situation.

## **Appendix M**

### **Code of Ethics of the National Association of Social Workers**

*Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.*

#### **Preamble**

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

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

## Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. \* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

\*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict.

Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, 24 principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference.

Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process.

Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act

ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

## **Ethical Principles**

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

### **Value: Service**

***Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

### **Value: Social Justice**

***Ethical Principle:** Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

### **Value: Dignity and Worth of the Person**

***Ethical Principle:** Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and the opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

### **Value: Importance of Human Relationships**

***Ethical Principle:** Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process.

Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

***Value: Integrity***

***Ethical Principle:*** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards, and they practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

***Value: Competence***

***Ethical Principle:*** Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

### ***1. Social Workers' Ethical Responsibilities to Clients***

#### **1.01 Commitment to Clients**

A social worker's primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibilities to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

#### **1.02 Self-Determination**

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' rights to self-determination when, in the social workers' professional judgment, clients'

actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

### **1.03 Informed Consent**

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of a client's right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain a client's informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

### **1.04 Competence**

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

### **1.05 Cultural Competence and Social Diversity**

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

### **1.06 Conflicts of Interest**

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there are a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not



apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other

electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### **1.08 Access to Records**

- (a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

### **1.09 Sexual Relationships**

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their

clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

### **1.10 Physical Contact**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

### **1.11 Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### **1.12 Derogatory Language**

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.

### **1.13 Payment for Services**

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social worker's employer or agency.

### **1.14 Clients Who Lack Decision-Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

### **1.15 Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

### **1.16 Termination of Services**

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. *Social Workers' Ethical Responsibilities to Colleagues***

### **2.01 Respect**

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

## **2.02 Confidentiality**

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

## **2.03 Interdisciplinary Collaboration**

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

## **2.04 Disputes Involving Colleagues**

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## **2.05 Consultation**

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

## **2.06 Referral for Services**

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

## **2.07 Sexual Relationships**

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.08 Sexual Harassment**

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

## **2.09 Impairment of Colleagues**

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.10 Incompetence of Colleagues**

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.11 Unethical Conduct of Colleagues**

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### **3. *Social Workers' Ethical Responsibilities in Practice Settings***

#### **3.01 Supervision and Consultation**

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

#### **3.02 Education and Training**

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

#### **3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

#### **3.04 Client Records**

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### **3.06 Client Transfer**

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### **3.07 Administration**

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### **3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for which they are



responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.09 Commitments to Employers**

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor-Management Disputes**

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. *Social Workers' Ethical Responsibilities as Professionals***

### **4.01 Competence**

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge.