



MIDWESTERN STATE UNIVERSITY

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**BACCALAUREATE
SOCIAL WORK PROGRAM
FIELD EDUCATION MANUAL
2024-2025**

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INTRODUCTION

Please use this manual to guide your experience in the field component of the BSW Program. The information contained in this manual is designed to serve as a guide for the students, agency field instructors, and the Social Work Program faculty. This manual delineates the various requirements for field placements and the responsibilities of those involved. The policies and procedures pertaining to the field practicum are discussed in this manual.

The Program recognizes the importance of the participation of agencies in the overall professional education of social work students and this manual is intended to support that participation. The field manual will be used by classroom faculty, field instructors, and students. All are invited to suggest changes that will improve its usefulness as a guide for field instruction.

NOTE: Forms shown in the Appendices are for information purposes only. A copy of this and forms for completion are available online or in the Social Work Program Office, Centennial Hall 450.

Chair of Social Work

Midwestern State University Mission Statement

Midwestern State University is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

College of Health Sciences and Human Services Mission Statement

In keeping with Midwestern State University's mission to provide students with rigorous undergraduate and graduate education in the liberal arts and the professions, the College of Health Sciences and Human Services seeks to be a premier provider of health sciences and human services education on a state, national, and international level by providing learners with tools for success through:

- Student-centered undergraduate and graduate professional education built upon a strong liberal arts foundation
- Cutting-edge educational programs that meet the needs of our global community
- Recognition and respect for diversity of thought
- Interdisciplinary collaboration with professionals in the global community
- Emphasis on scholarly teaching, practice, scientific inquiry, and service
- Ethical professional practice and an appreciation for continuous lifelong learning

Midwestern State University Social Work Program Mission Statement

In agreement with the mission of Midwestern State University and the mission of the College of Health Sciences and Human Services, we strive to prepare students to be generalist social work practitioners that serve as ethical social workers and leaders in the community in a wide variety of settings. We are dedicated to educating students to practice without discrimination and to advocate for diverse populations, oppressed populations or economically disadvantaged populations through leadership activities, research, service and a commitment to professional growth.

Brief History of the Social Work Program

Midwestern State University (MSU) first offered undergraduate courses in social work in 1979. Since then the program has experienced stable growth, which led to the hiring of a second social work faculty member in 1989. This permitted the program to begin the process of becoming accredited by the Council on Social Work Education (CSWE). The program was accepted to candidacy in June 1991. A third social work faculty member was hired in September 1993. The initial accreditation was granted by CSWE in February 1995, retroactive to the graduating class of 1991. The program is reaccredited until the year 2023.

BSW Program Goals

Consistent with the mission of the Social Work Program, the goals of the BSW program are to prepare students for generalist practice within a variety of agency and community settings and with diverse populations, including vulnerable groups, in the State of Texas and elsewhere:

1. Prepare students to work effectively and ethically, by using the strengths model, with individuals, families, communities, organizations, and communities in a global context
2. Prepare students to understand, respect, and practice with diverse populations, to focus on the structural causes and consequences of social and economic injustice, and to equip students with the knowledge and skills to promote positive change
3. Instill in students through a liberal arts education, a desire for self-directed, lifelong learning and professional development
4. Prepare students to understand, apply and engage in the research process

The mission and goals of Midwestern State University's Social Work Program are consistent with the purpose of social work in that they integrate the knowledge, values, and skills of the social work profession to a generalist approach based on a liberal arts perspective. This is a common body of knowledge, which includes relevant values, ethics, and skills based on a professional foundation curriculum that applies to social work in various settings, population groups, and problem areas.

BSW Field Program

In keeping with the Mission of the School of Social Work and the goals and objectives of the BSW Program, the Field Education component of the curriculum aims to provide students with foundation experiences in generalist practice. The field placements provide students with opportunities to gain experience working with diverse social, economic, and ethnic populations in a variety of public and private organizations.

The field curriculum is an integral part of the BSW program and offers students the opportunity to apply what they have learned in their classes to social work practice in an agency setting. It is in the field that students try out their beginning knowledge and skills, integrate their theoretical and practice knowledge, and develop their identity as professionals.

The field practicum is guided by several important principles of social work education. Among these are the following.

- Knowledge, values, and skills learned in the classroom are reified, reinforced, and refined through supervised professional practice.
- Curriculum content areas are most effective under conditions of planned integration and synthesis.
- Undergraduate students bring with them varied social, cultural, educational, and experiential qualities.

Goals and Objectives of Field Practicum

The overall goals of the Social Work Department for undergraduate field practicum students are an understanding of the framework of social work practice and an opportunity to observe, learn, and effectively demonstrate skills inherent to generalist social work practice.

The course objectives of Social Work Field Instruction I are as follows:

1. To develop practice skills in interviewing, empathic responding, and understanding clients in their specific situations. Students will learn the use of appropriate verbal and non-verbal communication skills, to demonstrate respect for the dignity and uniqueness of every client and each client's right to self-determination.

2. To develop skills in the use of problem-solving models. Students will develop, implement, and evaluate case plans for improving the well-being of individuals, families, and small groups focusing attention on both the micro and macro aspects of the client system; learn to use methods of data collection and analysis; review and understand agency policies and procedures; learn the advantages of team work; demonstrate appropriate interpersonal skills; and learn to develop helping relationships with individuals and groups.
3. To develop professional values and an appreciation for the unique concerns and needs of all clients, especially people of color and women. Students will interact with members of different races, lifestyles, and beliefs; demonstrate problem-solving techniques built upon knowledge and understanding of distinct heritages and values; and demonstrate an understanding of the ways in which age, social class, and ethnic identity shape people's responses to the challenge of living.
4. To develop an understanding of and appreciation for human dynamics and social behavior. Students will have the opportunity to integrate their knowledge of human behavior in social environments across the life span, problem identification skills, understanding of how society creates deviance, knowledge of the manner of types of normal and abnormal functioning, understanding of the reciprocal nature of the relationship between individuals and the environment, and understanding of the effects of institutionalized oppression of individuals.
5. To develop an ability to effectively utilize social work supervision to enhance practice effectiveness. Students will actively participate in the processes of social work practice, understand and analyze agency structure and goals, take advantage of supportive supervision, and evaluate and examine their own professional performance and that of the Field Instructor and the Field Liaison.
6. To develop and/or improve work habits. Students will learn the time-effective organization of assigned tasks, the use of procedural detail, accurate recording, and the practice of punctuality and regular attendance.
7. To develop an understanding of agency structure and function, including knowledge about funding and specific problems, which characterize the agency. Students will strengthen their ability to interpret to clients and other agencies the services that can be provided along with the basis of eligibility for these services.
8. To develop knowledge of, and skills in the utilization of agency and community resources. Students will be able to interpret to client's other community services and resources that can be provided along with the basis of eligibility for these services.

9. To develop the student's identity as a member of the social work profession.

The course objectives for Social Work Field Instruction II are as follows:

1. To demonstrate an ability to selectively develop intervention plans at the individual, group, organizational, or community level. Students will learn to involve client populations (to the fullest extent possible) in the process of planning and implementation to change plans, plan for and work with involuntary clients humanely and sensitively, learn about and use the distinctive strengths of each client system, and collaborate with relevant others or groups outside the client system.
2. To demonstrate and refine skills needed to interface effectively with social service delivery systems. Students will facilitate interaction between people with mutual interests or concerns individually and through the use of helping networks to assist client systems to make better use of interpersonal and organizational skills and effectively access the existing social service delivery network.
3. To develop skills in brokerage and linkage between systems that provide clients with resources, services, and opportunities. Students will have the opportunity to gain knowledge of relevant systems, use self-help and local helping networks, initiate self-help activities when appropriate, obtain and disseminate information, utilize electronic technology as available, clarify procedures and objectives, mediate between people and systems, facilitate communication and interaction, provide support to people needing or seeking resource services, and opportunities, monitor structures to insure their humane, equitable, and helpful treatment of people, and refer people to the most appropriate service resource opportunity.
4. To develop skills in the analysis of services, resources, and opportunity systems. Students will formulate and utilize devices that will measure the success or failure of intervention and apply methods of data collection and analyses, including electronic technology for these purposes, involve client populations in the evaluation process, use evaluative data to re-negotiate the service plan as appropriate and consult colleagues about possible intervention strategies.
5. To use assessment expertise to assess and evaluate programs and the agencies which administer them. Students will collect and analyze data, become knowledgeable about outreach efforts to identify and reach specific populations, maintain sensitivity to priorities, definitions of needs, and resources available to and used by diverse groups; facilitate changes in policies and legislation that impeded the provision of resources or services to vulnerable populations; advocate for needed services; assist in the development of needed resources

and services; utilize existing services and resources and protective legislation to supplement and support indigenous resources; and use professional standards and ethics when evaluating services.

Field Practicum Learning Competencies that students demonstrate in Field I and Field II:

Social Work Competencies

The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors. Master's programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master's-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

Competency 1: Demonstrate Ethical and Professional Behavior

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

practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

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

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

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

Social workers:

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers

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

Social workers:

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers

understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and

personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand

theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

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

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

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

Social workers:

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

Volunteer and Field Experience

A requirement of Introduction to Social Work (SOWK 2423) is 20 hours of volunteer experience in a social agency. Arrangements for these experiences are made with the course instructor.

Both sections of Human Behavior and the Social Environment (SOWK 3544 and SOWK 3554) require 20 community service hours. These consist of one 10-hour placement in an agency and 10 hours of community service.

The BSW also requires two semesters of field experience (SOWK 4236 and 4246). Each semester consists of at least 200 hours (about sixteen hours per week for thirteen weeks) of working in a social agency as a social work intern and two hours per week in an on-campus seminar. No credit may be given for work or life experience.

Professional Liability Insurance

Students are required to secure professional liability insurance on their own before entering the Field Practicum. Insurance may be purchased from Bill Beatty Insurance Agency on the Social Work Department's webpage on the Midwestern State University website. The minimum amount of liability is \$1,000,000. Field Placement hours may not start until the student has provided the Field Director with a copy of proof of insurance. Agency Field Instructors may request a copy of the student's professional liability insurance before the student begins the field practicum.

Application for Field Placement: Policies and Procedures

The process of applying for field placement begins early in the semester prior to field placement (i.e., the process for Fall placements begins early the previous Spring semester). A timetable for this process may be obtained from the social work faculty.

If a student will be lacking a prerequisite at the time they wish to enter Field I, they must begin by petitioning for an exception to the field eligibility policy. The petition should be typewritten and addressed to the Field Director. It should contain explicit mention of the requested exception (low GPA, a prerequisite course not yet taken, etc.); a plan for rectifying the lack of the prerequisite; and a statement of the reasons why the student believes the exception to be reasonable. A completed copy of the Application for Undergraduate Field Instruction (Appendix A) must accompany the petition. The petition will be reviewed by the Field Director, and the student will be notified in writing whether the petition is denied, approved, or approved contingent upon certain steps.

Employment in the same Agency as Field Placement

Students are permitted to propose their current employment site for field placement. Students are required to complete a written proposal and submit it to the Field Director before the end of the Spring Semester before starting Field I in the Fall. Although not encouraged, if students who are employed in an organization would like to pursue their field instruction at their place of employment, they are required to submit a written request to the Director of Field Education before the end of the previous semester before starting Field Practicum and Seminar I or II in the following semester. The employment supervisor cannot serve as the field instructor of the student. Therefore, the student's written request must include information regarding how employment supervision and field supervision will be separated. The student's request must also include an alternative option for placement in the event that the student's submitted request does not meet CSWE requirements or in the event that the student becomes unemployed in the organization where field education has co-occurred with employment.

Criteria for the Selection of Field Instruction Settings and Field Instructors Policies

The social work program at MSU considers several factors in the field agency selection process. The prospective agencies must demonstrate that they have public accountability. The agencies must show that they are committed to undergraduate education and subscribe to the social work education's mission, goals, and values. The agencies must believe that social work interns are needed and valued in the process of their service delivery. The agencies must offer learning opportunities in generalist practice for interns with the required professionally trained staff to supervise interns and enable them to complete the internship. The social work program informs the prospective agencies of these policies before entering into an affiliation agreement.

Selection for Field Agencies:

The following criteria are guidelines for selecting agencies for Field Placement:

1. The agency adheres to recognized standards of practice.
2. The standards and philosophy of the agency are consistent with the goals of social work education and the profession of social work.
3. The agency agrees to provide field instructors that have either a Master's degree in Social Work or a Baccalaureate in Social Work from a CSWE accredited social work program to provide field instruction.
4. There is a wide range of learning experience opportunities for students to practice entry-level generalist practice skills to fulfill the goals of the learning contract.

5. The agency is recognized by the community as having a defined social goal and a systematic mode of operation directed toward that goal.
6. There is a commitment to social work education that provides a climate for student learning.
7. The agency agrees to provide the necessary space and resources (such as a chair, desk, etc.) to support student learning.
8. The agency enters into a signed Memorandum of Understanding between Midwestern State University and the agency that sets forth Social Work Field expectations.

Procedure

Accepting an agency for the field takes place in two ways. First, some agencies contact the program director or field director expressing interest in accepting interns in a particular semester depending on their need for volunteers. Another way is that if the field director or prospective field student thinks that an agency is an ideal setting for an internship, the field director discusses it with the program director. After the program director approves, the field director contacts the prospective agency and encourages them to submit an application to the field director with the following information: History of the agency, legal entity status, public accountability, vision and mission, organizational structure and functions, population served, location, a brief description of service delivery, learning opportunities in generalist practice, and presence of the required professionally trained staff to supervise interns, and their credentials consistent with CSWE field education policies, and providing adequate workspace for interns during the internship.

The field director reviews the application. After that, the field director makes an in-person visit to the agency and interviews the CEO or agency representative for more information or questions clarification. Then, based on the discussion with the administrator, if the field director is convinced that the agency has a good learning environment and provides learning opportunities for interns to practice social work, the field director decides and works with the agency administrator to finalize the affiliation agreement with MSU. The agencies that subscribe to the policies and procedures of field education are accepted for field placements.

Selection of Field Instructors:

The following criteria guide the selection of Field Instructors:

1. Per accreditation standards, Field Instructors must have either a **Master's degree in Social Work or a Baccalaureate degree in Social Work from a CSWE accredited social work program**. Documentation is required for our record that Field Instructors have a **CSWE** accredited MSW or BSW.
2. Field Instructors serve as professional role models and adhere to the values and ethics of the social work profession.

3. Field Instructors see educating social work students as both a professional responsibility and a sense of concern for educating the next generation of social workers.
4. Field Instructors are willing to fulfill the duties and responsibilities of supervising students by investing their time in weekly supervision with the student, writing learning contracts with students, evaluating students, and meeting with the field liaison.
5. Field Instructors agree to ensure students are oriented to the agency and the community.
6. Field Instructors agree to attend the training sessions and meetings offered by the social work program.

Field Program Policies

I. Admission Requirements

1. Students must complete and submit to the Field Director an Application for Undergraduate Field Instruction during the semester before the semester in which placement is desired (Appendix A). The student must also make sufficient copies to provide one for the Field Instructor and one for each of the Agencies where he/she will interview.
2. Students must have taken all prerequisites before entering their field instruction.
3. No student will be permitted to begin a field placement after the semester has begun.
4. To be admitted to either field course, a student must have a Grade Point Average (GPA) no lower than the following standard: 2.00 GPA –Overall and in Social Work Core Courses
5. Neither field course may be repeated more than once. A second grade of F or D in a field course means automatic termination from the Social Work Program. (Except under very extenuating circumstances, a field grade of W will be regarded as an F for purpose of this policy.)
6. Student preferences for field placement settings will be given serious consideration in field assignments; however, the final determination is the responsibility of the Field Director.

II. The Placement Process

After applications are submitted to the Field Director, each student must arrange a time to meet with the Field Director to go over the application. Students indicate a preference for the type of agency setting or a particular agency on their field application.

After a particular placement setting(s) is agreed upon by the student and Field Director, the prospective placement agency is contacted by the student, who requests an interview. The Social Work Program provides the agency with information regarding the student's academic achievements, work experiences, and other information deemed to be helpful.

After the interviews, the students, in a professional manner, should notify the Field Director as to the placement preferred and notify any other agencies with which they interviewed that they will not be accepting placement there.

III. Performance in the Field

1. No student will be permitted to carry more than a 15-semester-hour load while taking field. (A 12-semester-hour load is recommended while taking field. Students who also work in other jobs should take this into account so that they may reduce their academic load accordingly.)
2. Unlike non-field courses, any student whose performance drops below the minimum satisfactory level of performance at any time during the semester will be terminated from field at that time.
3. Students are expected to conduct themselves in accordance with the NASW Code of Conduct.
4. Final grading of the student's performance will be done by the Field Director, using a point system. This system incorporates input from peers and Agency Field Instructors and is outlined in the course syllabus.

Removal of a Student from Field Internships

A student may be removed from the field agency at any time by the Field Instructor and or the Field Director for documented unprofessional conduct or lack of progress in achieving field internship learning objectives. These violations may be academic violations or professional violations. Academic violations would include violations of the agency's policies or field internship policies. Professional policies would include the Code of Ethics. A written statement and if appropriate, the field evaluation

form will be prepared by the Field Instructor in consultation with the Field Director attesting to this action.

These items will be placed in the student's file.

Examples of circumstances leading to the removal of a student from field placement:

- Student request
- Mutual agreement between the student and agency
- Failure to abide by the NASW Code of Ethics or the Texas State Board of Social Work Examiners Code of Conduct
- Excessive tardiness or absences from the agency, especially without notification
- Inability, because of illness or other circumstances, to meet the necessary job requirements of the placement

The final decision regarding removal from field will be made by the Field Director. The student may appeal the decision according to the Social Work Program and the University's grievance policy. The possibility of a student's return to field will depend on the seriousness of the problem.

The student may reapply to return to field. The Field Director, Social Work Chair, and the Social Work Advisory Board will review the application and decide on the conditions of the return to field practicum if the student's application is approved. If the student is removed because of a personality conflict or upon a mutual agreement between the student and the agency, the Field Director will usually place the student with another agency.

Field Seminar

All students in field placement spend two hours per week in field seminar led by the Field Director. The seminar is designed to help students integrate classroom learning with their actual practice experiences. Students have an opportunity to exchange concerns and achievements with fellow field students and learn through dialogue about the other agencies in the community. The seminar leader uses the seminar to provide a support system to the students and also to monitor their progress and performance. The Field Director is ultimately responsible for the final field grade.

First Semester Field Seminar Objectives

1. To list the functions of the social workers in their placement agency and describe how they perform those functions.

2. Apply generalist social work values, knowledge, and skills in an empowering manner that shows sensitivity to oppression, discrimination, human diversity, and the needs of special populations.
3. To critically evaluate one's own practice and refine practice skills through discussion of cases.
4. To critically examine gaps in service, dysfunctional agency procedures, value conflicts affecting professionals, and cultural, ethnic, gender, racial, sexual, and age discrimination as they affect services to clients.
5. To show awareness of their areas of strength and demonstrate how these are used effectively in practice and show awareness of their limitations and develop strategies for how these are to be strengthened.
6. To demonstrate acquisition of theoretical social work concepts and apply these concepts to specific practice situations in fieldwork, which may include assessments, group process recording, or interview recording.
7. To discuss the purpose of the agency in which they are placed as well as become aware of programs and services available in the community through contact with students placed in other agencies.
8. To reinforce their identification with the social work profession.

Second Semester Field Seminar Objectives

1. To provide an opportunity for students to move from a micro level to a macro level and differentiate between the two.
2. To give students an opportunity to develop their own intervention style.
3. To continue to give students the opportunity to deal with issues and problems in the field placement.
4. To prepare students to demonstrate competence in relation to the objectives of the social work program.
5. To help students better understand the field agency as a social system and as a service delivery facility.
6. To help students identify beginning skills required for effective administration.
7. To help students recognize and evaluate a project within the agency.

8. To help the students identify how a generalist model is applied at a macro level with special populations.
9. To provide a vehicle for students to bring together the knowledge base, values, and skills acquired during the social work program.

Supporting Student Safety

Ensuring student safety during the internship is the primary responsibility of the social work program, the agency, and the student itself. Priority to starting the internship, students are oriented to personal safety measures to be taken during the internship by the field director through showing personal safety videos and literature on safety measures, especially in situations like natural calamities such as COVID-19. Students are also trained in COVID-19-related safety measures. Students are also instructed to participate in field agency safety training and discuss issues related to safety with agency supervisors and the field director. Students are also instructed to read the agency safety policies and procedures thoroughly in the first week of the internship. Students are instructed to take safety measures during the field visits such as home visits, high crime areas, exposure to infectious diseases, etc. Students are also oriented to MSU and agency policies related to sexual harassment and racial discrimination. Students are also instructed to immediately bring to the notice of the agency supervisor if they have any safety concerns in the field.

Roles and Responsibilities

Responsibilities of the Agency Field Instructor

1. To completely orient the student to the agency so that he or she is familiar with all relevant personnel, policies, and procedures regarding work management, meetings, dress codes, record keeping, intake, referral, transfer, termination, and safety policies.
2. To form a positive relationship with the student in placement.
3. To secure meaningful direct practice experiences for the student.
4. To conduct structured weekly supervisory conferences in which (a) the student's past work is reviewed, (b) plans for future work are made, (c) educational progress is monitored, and (d) an educational plan is formulated. (This includes specific written or verbal responses to student recordings.)
5. To establish formal learning contracts with each student in order to establish mutually agreed upon educational objectives.

6. To secure access for the student to agency information and services that may be needed for the student's educational requirements and work with clients.
7. To teach **when** and **how** to use supervision.
8. To serve as a professional model within the agency structure.
9. To help the student learn and use the network of social welfare services in the community and to identify gaps in services.
10. To keep the student informed of the Field Instructor's evaluation of their work and progress in terms of the field evaluation form provided by the social work program.
11. To evaluate with the student and the Field Director the progress of the student in terms of the educational goals and objectives of the program.
12. To help the student integrate what he or she has learned in the classroom with what he or she is experiencing in the field.
13. To keep a record of the number of hours each student has in field placement. (Students are required to spend a minimum of 200 hours during the semester.)
14. To inform the Field Director whenever the Field Instructor becomes aware of personal problems or communication problems that are disrupting the student's learning or performance.
15. To submit a final evaluation on each student, using the evaluation forms provided by the field director.
16. To participate with the university in an ongoing mutual effort to upgrade and enhance the field program and to attend meetings for Field Instructors.

Responsibilities of the Field Director

1. To orient students to the nature, purpose, and expectations of the field instruction course.
2. To orient the Field Instructor to the nature, purpose, and expectations of the field course and to clarify roles and responsibilities.
3. To consult with the Field Instructor regularly and as otherwise required regarding student performance and progress toward attainment of the course objectives.

4. To review and evaluate the student's log periodically when submitted at seminar for the purpose of helping him or her to integrate seminar and field learning.
5. To provide support and consultation in dealing with problems involving the student.
6. To assume responsibility for change in the placement of the student or total dismissal of the student from the field course as the result of inappropriate behavior or performance.
7. To assume final responsibility for overall evaluation to determine course credit.
8. To assist the Field Instructors in their effort to stay abreast of current literature regarding undergraduate education, change in program direction, objectives, etc., and to supply course outline and assignments of the field seminar class.

Responsibilities of the Student

1. Shall complete "Application for Undergraduate Field Instruction" and shall arrange a pre-registration interview with the Field Director the semester **prior** to field placement.
2. Shall spend fifteen hours per week in assigned agency beginning with the first week of classes. A minimum of 200 hours per semester is required for a passing grade.
3. Shall keep a log of field experiences and activities.
4. Shall submit a weekly report of field learning activity and experiences.
5. Shall comply with agency policies and procedures.
6. Shall agree to abide by the NASW Code of Conduct.
7. Shall be prompt and on time for work at the agency and shall adhere to the mutually arranged schedule. It is the responsibility of the student to notify the Field Instructor if unable to report for fieldwork. Unavoidable absences can be made up (to a reasonable limit as determined by the Filed Instructor). Irresponsible attendance will be grounds for termination from field with a failing grade.
8. Will prepare for and participate in regular evaluation conferences.
9. Should be prepared to share experiences and activities in seminar discussions.

10. Should enter field experience with a positive and receptive attitude.
11. May be given some outside readings by Field Instructor of materials especially pertinent to their particular placement.
12. Should arrange a conference with the Field Director about problems or other matters of concern to the student regarding field placement. The student is responsible for their own health, accident, and professional liability (malpractice) insurance. (Liability insurance may be purchased from Bill Beatty Insurance Agency, Inc.) Proof of professional malpractice insurance is to be submitted to the Field Director no later than the second meeting of Field Practicum Seminar I.
13. Shall complete an evaluation of the field experience at the end of each semester. (Appendix H)

Organization of Field

The exact organization and sequencing of experiences may vary somewhat according to the unique characteristics of the student, the Agency, and the Field Instructor. However, the following describes the sequencing of experiences for most students:

- I. Initial phase (first session or until the first contract is completed).
 - A. Orientation of student to agency
 1. Establish rapport
 - a. address immediate concerns
 - b. reduce anxiety
 2. Purpose of agency
 - a. services provided
 - b. populations(s) served
 3. Introduce to agency staff
 - a. titles of staff
 - b. role each plays in the agency
 4. Student reads policy manual(s)

- a. explain policies as necessary
- b. answer student questions regarding policies
- c. discuss ethics that are most pertinent to your agency

B. Explain supervision

1. Supervision
2. Expectations supervisor has of student
 - a. dress
 - b. promptness
 - c. chain of command
 - d. autonomy-when to ask the supervisor and when to initiate tasks
3. What student can expect from a supervisor
 - a. instruction for performing tasks
 - b. feedback on tasks performed
 - c. help identifying weaknesses
4. Set up times for weekly supervision meetings
 - a. discuss time and place
 - b. discuss agenda

C. Develop learning contract-complete by the third week of field

1. Learning objectives (target goals)
 - a. addressing client needs
 - b. attaining professional knowledge and skills
 - c. prioritize goals
2. Identify tasks needed to accomplish goals
 - a. types of activities associated with goals
 - b. steps involved in reaching goals
 - c. identify potential obstacles to reaching goals
 - (1) student predict obstacles
 - (2) devise ways of overcoming each

d. define measurements

- (1) how will you know when a task is completed?
- (2) how will you know if the task accomplished the goal?

Accreditation

The Social Work Program is fully accredited by the Council on Social Work Education.

Nondiscrimination Policy

It is the policy of Midwestern State University to make the benefits and services of its educational programs available to students without discrimination on the basis of race, ethnicity, national origin, age, religion, color, ancestry, sexual orientation, gender, or disability.

The Social Work Program adheres to the University policy on Non-discrimination. In addition, in keeping with the standards of the Council on Social Work Education, it conducts its program without discrimination on the basis of race, color, gender identity, age, creed, ethnic or national origin, disability, political orientation, sex, or sexual orientation.

Disability Accommodation Notices

Students are responsible for picking up the accommodation letters from the Office of Disability Services and presenting those to the instructor. This will ensure that only the instructors for whom the students desire to provide accommodations will be notified. It is very important that the student schedule a time as soon as possible in the semester to let the instructor know about the accommodations. The instructor will not be required to provide accommodations if not contacted in a timely manner.

Instructors will not be required to provide accommodations if the student does not have a letter from the ODS. The accommodation letters will be available for students to pick up one business week after the student notifies the Office of Disability Services that they have completed registration.

Students requiring special accommodations at a Field agency when completing their field internship should notify the Field Coordinator during the long semester before the semester in which the student will be entering their internship.

Field Instruction Curriculum, Guidelines, and Evaluation Supervision

All students must receive at least one scheduled hour of supervision per week with an agency supervisor on a planned basis and without interruptions. If there is regular group supervision, the individual time may be decreased but not eliminated. Preparation for supervisory conferences should be done by both participants; Field Instructors should receive recordings in time to read them before conferences, and both students and Field Instructors should plan for the conference by preparing an agenda. The dated agenda should be retained as evidence of supervision.

Generalist Field Curriculum

Goals and Expectations: First Semester

The student has a beginning understanding of the agency's mission and goals, its role within the social service community and its relationship to the surrounding community or neighborhood. The student has a basic understanding of the agency structure and organization, particularly agency policies. The student is able to work within and interpret agency policies and regulations. Students are learning about the phases of the problem-solving model in working directly with clients. Emphasis is given to opportunities to develop the skills of engagement and assessment.

Students have a beginning identification with the profession and are beginning to incorporate social work values in practice (e.g., they understand the value of self-determination for clients). Students are familiar with the N.A.S.W. Code of Conduct and are beginning to recognize the applications of specific principles to practice situations. Also, they are expected to be punctual, conscientious about the use of time, and efficient in completing paperwork and other work in a timely way.

Students are able to take a self-reflective stance on a beginning level and respond to constructive criticism or feedback in a positive way. They are developing the ability to identify their own strengths and weaknesses; they are learning to make use of supervision by preparing an agenda and by furnishing process recordings, journal entries, and any required agency paperwork to the supervisor in advance.

Goals and Expectations: Second Semester

The student should have a thorough knowledge of the agency and the community it serves. The student's knowledge of the agency goes beyond an understanding of broadly-stated goals to an appreciation of how effectively and efficiently the agency structure and function carry out or inhibit those goals. The student's view of the social services for the target population of the agency extends beyond concrete knowledge of agency procedure, client eligibility requirements, etc. The student is able to identify gaps in services and may use collaborative and advocacy skills in designing and implementing a plan to address client and community needs.

The student understands the interaction of the agency with larger organizations and institutions related to it, and identifies the impact of government policy, sources of funding, and other key factors on client services. Students should, beyond recognizing these influences, be able to articulate the need for improvement in problematic areas and identify possible avenues to pursue change.

In direct practice, students should be able to make assessments that consider intrapersonal, interpersonal, and social-environmental factors. Students will be able to obtain histories and personal data, and will usually be able to tell the difference between facts and inferences. Students effectively engage clients in the problem-solving process, communicate clearly regarding the agency's services (and the limitations of those services, if relevant), and choose interventions that are appropriate to help clients achieve their goals.

Students will demonstrate empathy and consistent skills in listening and focusing. The ability to relate to a wide range of feelings is present and students can use the skills of confrontation, clarification, paralyzing, and exploration. Students will be problem-focused and work on helping client's problem-solve in an organized, thoughtful, and supportive way. Students will understand and accept the impact of cultural, racial, gender, and other differences of their clients and can talk with them about these influences. Students should understand the importance of the termination process and their own impact on this process.

The student will identify with the profession's social work values, ethics, and mission while providing generalist services to vulnerable populations. All work behavior should be thoroughly professional and reliable and consistent with agency policies and practices.

Students should recognize the need for, seek out, and be open to new learning, be ready to experience the stress that accompanies change, and be willing to hear both positive and negative feedback. There may be areas that are still difficult for the student, but the overall motivation to learn and take risks should be present at the year's end. A student's self-awareness should include a realistic appraisal of abilities and biases.

It is expected that there will be an ability to abstract principles of generalist practice from the field experience, and to generalize from learning to other situations. Students should demonstrate the ability to make connections between theory and practice. Students should begin to use the skills of critical thinking in evaluating the outcomes of practice and in examining the particular theories or practice models used with specific populations and problem areas.

There should be a reflection on learning issues identified in the Learning Contract. Also, students should be able to identify areas for their future work and assume responsibility for their own learning.

Skills and Illustrative Tasks

The practice courses will emphasize the use of a problem-solving strengths-based model of practice within an ecological systems framework, incorporating social work values and ethics. Students should be exposed to a range of diverse clients, with an emphasis on social vulnerability and oppression. Opportunities should be provided for the student to use the skills of engagement, assessment, contracting, intervention, evaluation, and termination. An effort should be made to assign students at least one client or client system that will allow for a sustained, ongoing relationship, that is, more than one service contact. Note that the field year requires that students participate in both micro and macro-oriented activities so that learning will take place not just in the traditional worker-client dyad, but also in the context of group, community, and organization. Use the following examples to guide you in selecting appropriate tasks for student learning.

1. *Social work with individuals*- intake and assessment; creating service plans; provision of concrete services; case management; advocacy; supportive counseling; research and evaluation of services via single-subject design; client feedback; goal attainment; measurement of task completion; termination issues; i.e., client preparation, reviewing progress, making referrals, planning for future, transferring cases; follow up.
2. *Social work with families*- intake and assessment, assessment of impact of family dynamics on individuals; creating service plans; provision of concrete services; case management; advocacy; supportive counseling; research and evaluation of services via single-subject design, client feedback, goal attainment, measurement of task completion; termination issues, i.e., client preparation, reviewing progress, making referrals, planning for future, transferring cases; follow up.
3. *Social work with groups* - (groups include treatment groups, peer support groups, boards of directors, task groups, committees, staff groups) – review of membership criteria interviews with potential group members; review of prior minutes and group reports; contracting with a group; co-facilitation or facilitation of a group; committee participation; staff group participation; research and evaluation of services via single subject design, client feedback, goal attainment, measurement of task completion; termination issues, i.e., client preparation, reviewing progress, making referrals, planning for future, transferring cases, follow-up.
4. *Social work with organizations* - (this category includes both the placement site and outside organization) awareness of placement site policies and procedures, mission, goals, and role identification of management theories/structure; organizational assessment; program assessment; program implementation and coordination; grant-writing; in-service training; supervisory activities, research, and evaluation via program monitoring, program evaluation design, organizational analysis; termination issues, i.e.,

transferring workload, summarizing the status of projects/activities, exit interview; follow-up

5. *Social work with the community* - research on community demographics and characteristics; speaking with residents and members; identification of resources; program implementation; outreach services; community education; resource coordination; research and evaluation via community organization scale, monitoring attendance, and participation, community feedback, monitoring rates of problem incidence; termination issues, i.e., transferring workload, informing cooperating agencies; follow-up to be complete.

APPENDIX A

PLANNING FOR YOUR FIELD PLACEMENT

Field Placement Interest: Indicate below your field placement interest by listing your preference ranks for at least four of the interest areas listed below, including any you may list in the "other" category. Use "1" for the most preferred, "2" for the next most preferred, etc., until you have ranked at least four interest areas. Please note that placements related to all types of interest are not available every year.

Aging _____

Health _____

Alcoholic Rehabilitation _____

Mental Health _____

Child Welfare _____

Medical Social Work _____

Corrections _____

Public Welfare _____

Adult _____

Intellectual and Developmental Disabilities _____

Youth _____

Schools _____

Both _____

Others (Please specify) _____

Drug Abuse _____

Explain your ratings:

Will you have the use of a car or other motor vehicle during your field placement?

Yes _____

Do you have liability insurance on this vehicle? ____ Yes ____ No

If there are any limitations on the use of this vehicle, please explain.

No _____

Explain how you plan to get to the field agency, visit clients, etc. without one.

Do you have any knowledge of any language other than English? Yes _____ No _____

If yes, what other languages do you know? _____

Describe your fluency in reading _____ writing _____ and speaking _____.

Objectives

Write a paragraph describing your own major learning objectives and what you hope or desire to learn during this internship.

Describe your short and long-range professional career goals.

Work and Volunteer Experience

Describe below all work and volunteer experience you have had. Indicate the dates of employment/experience, number of hours worked per week, name of agency or organization, and a brief description of your responsibilities at each. Please give a more detailed description of any social work-related experiences which you may list. Use an additional sheet of paper if necessary. (Go back to High School experiences.)

Please assess your personal strengths and limitations. Include your ability to work independently versus your need for structure.

APPENDIX B

NASW 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 justice.*

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 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.

NASW ETHICAL PRINCIPLES (CONT.)

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 aware of the profession's standards and 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 area 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.

APPENDIX C

Learning Contract

Guidelines for the Learning Contract:

Each student develops a written Learning Contract in conjunction with the Agency Field Instructor and the Field Director. This is expected to be completed by the second week of placement; however, the contract is considered subject to renegotiation at any time and is an evolving, flexible document.

In developing the Learning Contract, the basic principle to be followed is to involve the student in the process so that he/she assumes responsibility for his/her learning. Because it is essential to start where the student is, Agency Field Instructors are supplied with any pertinent information as a means of becoming more knowledgeable of students as individuals and aware of how they view themselves and their learning needs.

The Learning Contract is used early in the placement to assist the student and the Field Instructor in beginning to determine the expectations of the placement and the identified learning goals. This process is discussed at the beginning of Practicum I with the Agency Field Instructor and student and is followed up at the end of each semester.

Midwestern State University
Social Work Program
Field Practicum

UNDERGRADUATE LEARNING CONTRACT

FACE SHEET

Student Name Printed: _____ E-mail: _____
Student Signature: _____ Date: _____

Field Instructor Agency Printed: _____ E-mail: _____
Field Instructor Agency Signature: _____ Date: _____

Field Coordinator Name Printed: _____ E-mail: _____
Field Coordinator Signature: _____ Date: _____

Agency Name: _____
Agency Address: _____
Agency Phone: _____

Circle the Type of Field Placement: Field I Field II

Total Number of Clock Hours to be completed for this Semester: _____ hours

Semester and Year: _____

Weekly Supervision Schedule: _____
(Day of week and time the student and the field instructor meet for supervision)

Weekly Field Schedule: _____
(Days of week and times the student will be in the agency)

NOTE: Once the learning contract has been completed, the student, the field instructor and the field liaison must sign the face sheet. The learning contract should be completed and in the hands of the field liaison by the due date noted on the field placement calendar. The field liaison will forward the original contract to the field instructor at a later time.

Day and time that Field Instructor and student will meet each week:

Record your class and field schedule here:

This contract includes opportunities for learning about organizational structure and function, gaining experience in problem-solving with micro and macro systems and functioning as a change agent. Included are all system levels (social work with individuals, families, groups, organizations, and communities) and weekly review of student documentation (journals and agency documentation).

Field Instructor responsibilities are ongoing and include: reviewing copies of relevant course syllabi from the student in order to become familiar with the curriculum; providing relevant agency reading materials; providing opportunities for role play to examine skills and feelings; helping the student arrange for attendance at board and community meetings; providing weekly uninterrupted supervision (review and discuss records, journals, and process recordings submitted by the student). Goals common to all assignments are that students shall: take responsibility for their own learning and for professional development, adhere to client confidentiality, respect clients and client systems, be aware of personal biases and limitations, be open to constructive criticism, strive to connect theory to practice, strive for professional self-awareness and development of a professional self, and attend time management (including organization and prioritization of workload).

All activities of the student and Field Instructor shall comply with the NASW Code of Conduct and with the Social Work Licensing laws that apply.

Hours required: minimum of 400 (approximately 15 hours per week for 14 weeks each semester).

Field Instructor Agency Signature

Student Signature

Learning Contract

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers:

a. makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrates professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and

d. use supervision and consultation to guide professional judgment and behavior.

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

Social workers:

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

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

Social workers:

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

Social workers:

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

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

Social workers:

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

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

Social workers:

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

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

Social workers:

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

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

Social workers:

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

Student

Date

Field Instructor Agency Signature

Date

Social Work Field Coordinator

Date

APPENDIX D

Field Placement Verification

Student's Name: _____

Mustang ID#: _____

Field Agency: _____

Address: _____
Street City Zip Code

Name of Field Supervisor: _____

Field Supervisor's Phone Number: _____

Field Supervisor's Email: _____

Verification of Masters or Baccalaureate from a CSWE program attached: __ yes __ no
(transcript or, if degree awarded by MSU Texas, name and year of graduation)

Verification of 2 years post Masters or Baccalaureate work experience attached: __ yes __ no
(resume or letter from employer)

Note: This form must be turned in by the second week of field or you will be dropped.

All students must have proof of insurance before starting field or you will be dropped the third week of class.

Learning contract is due third week of class or you will be dropped.

If you have not applied for field you will be dropped the first week of class.

I acknowledge that I have read the policy about failing to meet the responsibilities listed above and I understand that I will be dropped from field if I do not follow these policies within the timeline.

Student's signature: _____

Date: _____

APPENDIX E

MASTER SCHEDULE and TIMESHEET

NAME _____ DATE _____
 TELEPHONE _____ EMERGENCY TELEPHONE _____
 AGENCY NAME _____
 PRACTICUM SUPERVISOR _____
 AGENCY TELEPHONE _____

PRATICUM SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

	Monday In/Out	Tuesday In/Out	Wednesday In/Out	Thursday In/Out	Friday In/Out	Other In/Out	Supervision Time for the Week:	Total Hours for the Week:	Cumulative total:	Field Supervisor initials	Course Instructor initials
Week 1											
Week 2											
Week 3											
Week 4											
Week 5											
Week 6											
Week 7											

Field Instructor's Signature: _____

I verify that the student has completed _____ hours by the end of week 7.

Student's Signature: _____

AGENCY NAME _____

STUDENT NAME _____

	Monday In/Out	Tuesday In/Out	Wednesday In/Out	Thursday In/Out	Friday In/Out	Other In/Out	Supervision Time for the Week:	Total Hours for the Week:	Cumulative total:	Field Supervisor initials	Course Instructor initials
Week 8											
Week 9											
Week 10											
Week 11											
Week 12											
Week 13											
Week 14											
Week 15											
Week 16											

**This document should be updated weekly and the student must upload it with weekly field reports.
Please sign the form below after all hours have been completed.**

Field Instructor's Signature: _____

I verify that the student has completed 200 hours this semester.

Student's Signature: _____

APPENDIX F

Field Practicum and Seminar, I - Weekly Report
Department of Social Work, MSU

Name of Student:

Name of Agency:

Week No.:

Dates:

Hours worked this week:

Total weekly supervision time (1hour minimum):

Goals (Competency & Associated Practice Behaviors):

Planned Activity:

Activity covered (This part includes the student's ability to apply are knowledge, values, skills, and cognitive and affective processes in a given situation and also the student's learning from experience):

Activity:

a. Learning:

Future Plans:

Agency Supervisor's Comments (Please comment on the student's ability to apply are knowledge, values, skills, and cognitive and affective processes and also areas for improvement):

Weekly Grade

Student Signature: Date:

Agency Supervisor Signature: Date:

Field Liaison Signature: Date:

APPENDIX G

**Midwestern State University Social Work Program
FIELD EVALUATION FACE SHEET**

Date _____

_____ Midterm Evaluation or _____ Final Semester Evaluation

Student Name _____

Agency Name _____

Address _____

Telephone _____

Field Instructor _____

This student's performance this semester has been:

- Excellent _____
- Above Average _____
- Average _____
- Marginal _____
- Inadequate _____

Student and Field Instructor signatures affirm that both have read the evaluation and that all required field hours will be completed by the end of the term.

Field Instructor's Signature _____

Student's Signature _____

**PLEASE ATTACH THIS PAGE TO YOUR COMPLETED EVALUATION AND
RETURN TO THE FIELD COORDINATOR.**

Field Evaluation

Students are expected to make progress in each of the skill areas listed on this form. Satisfactory achievement in each of the performances areas will be rated using the following scale:

- 1= Unacceptable:** Student has failed to demonstrate the ability to understand and show any professionalism towards Social Work Values and Ethics.
- 2= Deficient:** Student has serious problems in more than one area and requires exceptional effort to meet expectations.
- 3= Inadequate:** Student has serious problems in an area and requires exceptional effort to meet expectations.
- 4= Lacking:** Student has difficulty in comprehending one or more of the competencies expected of a student.
- 5= Poor:** Student has difficulty in comprehending one or more of the competencies expected of a student.
- 6= Need Improvement:** Demonstrates acceptable social work skills, but lacks in professionalism.
- 7= Meets Minimum Expectations:** Demonstrates the minimum skills required of a Social Work student.
- 8= Competent:** Demonstrates abilities that are expected of a Social Work student.
- 9= Superior:** Job/skill performance surpasses what one would expect of a student.
- 10= Mastery:** No further learning/improvement needed.
- N/A- Not Applicable:** Student has not had opportunity to meet.

If a rating of 4-6 is given, the Agency Field Instructor should provide an explanation in the “comments” section.

If a rating of 5 or below is given, the Field Instructor should contact the Social Work Field Education Coordinator immediately.

The Agency Field Instructor will evaluate the student’s level of achievement and place the appropriate number on the space indicated. There are two evaluations made during each semester of Field, the first at the midterm, and the second at the completion of the Field practicum.

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
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Competency 1: Demonstrate Ethical and Professional Behavior

a.) Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ N/A ___

b.) Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ N/A ___

c.) Use technology ethically and appropriately to facilitate practice outcomes.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ N/A ___

d.) Use supervision and consultation to guide professional judgement and behavior.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 ___ N/A ___

Comments:

Section Total _____ Section Mean _____

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
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Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

a.) Advocate for human rights at the individual, family, group, organizational, and community system levels.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

b.) Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

Comments:

Section Total _____

Section Mean _____

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
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Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

a.) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

b.) Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

Comments:

Section Total _____ Section Mean _____

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
-------------------	----------------	-----------------	--------------	-----------	---------------------------	---------------------------------------	----------------	---------------	---------------

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

a.) Apply research findings to inform and improve practice, policy, and programs.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

b.) Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

Comments:

Section Total _____ Section Mean _____

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
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Competency 5: Engage in Policy Practice

a.) Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

b.) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

Comments:

Section Total _____ Section Mean _____

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

a.) Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

b.) Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

Comments:

Section Total _____ Section Mean _____

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

a.) Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

b.) Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

Comments:

Section Total _____ Section Mean _____

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
-------------------	----------------	-----------------	--------------	-----------	---------------------------	---------------------------------------	----------------	---------------	---------------

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

a.) Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

b.) Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ N/A _____

Comments:

Section Total _____ Section Mean _____

1 Unacceptable	2 Deficient	3 Inadequate	4 Lacking	5 Poor	6 Needs Improvement	7 Meets Minimum Expectations	8 Competent	9 Superior	10 Mastery
-------------------	----------------	-----------------	--------------	-----------	---------------------------	---------------------------------------	----------------	---------------	---------------

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

a.) Select and use culturally responsive methods for evaluation of outcomes.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____
 N/A _____

b.) Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____
 N/A _____

Comments:

Section Total _____ Section Mean _____

1. Identify the student's strengths and outstanding abilities.

2. Identify areas that need continued attention or improvement.

3. Other comments:

Signature Page

Student Signature:

Check One:

I agree with this evaluation: _____

I do not agree with this evaluation: _____

If the student disagrees with the evaluation, a statement that outlines the specific points and reasons for disagreement may be submitted with this form.

Such a statement is / is not enclosed. (Circle one)

Comments:

Student Signature

Date

Agency Field Instructor Signature

Date

Recommended Final Grade (Percentage and Letter): _____

Comments:

Social Work Field Coordinator

Date

Recommended Final Grade: _____

APPENDIX H

Student's Evaluation Form of Field Experience

Student: _____
Agency: _____
Semester: _____

Midwestern State University
Social Work Program
Student Evaluation of the Field Work Experience

1. Please describe briefly your impression of the agency and field instructor. Did you feel welcomed by staff and other social workers?

2. How would you rate the quality and appropriateness of the orientation to the agency?

_____ Excellent	_____ Below Average
_____ Good	_____ Unsatisfactory
_____ Fair	

3. What would you suggest for improving the quality of your agency's orientation?

4. How would you rate the appropriateness of your beginning agency tasks?

_____ Excellent	_____ Below Average
_____ Good	_____ Unsatisfactory
_____ Fair	

5. What would you suggest for improving beginning tasks?

6. Describe and evaluate your workload. (Was it too much? Too little? Relevant? Busy work? Duration?)

7. Regarding your field instructor, how would you rate the following qualities?

	Adequate				Inadequate
a. Time available	5	4	3	2	1
b. Accessibility	5	4	3	2	1
c. Integration of theory with practice	5	4	3	2	1
d. Personal support	5	4	3	2	1
e. Management of student's workload	5	4	3	2	1
f. Provision of appropriate challenging assignments	5	4	3	2	1
g. Has communicated clear expectations for 5 evaluation of student performance	5	4	3	2	1

8. Approximately how much total time per week did your field instructor spend with you in supervision?

9. What suggestions could you give for the improvement of student supervision in your agency?

10. How would you rate the opportunity for learning in the kinds of assignments you undertook?

	Adequate				Inadequate
a. Work with individuals and families	5	4	3	2	1
b. Group work	5	4	3	2	1
c. Community organization	5	4	3	2	1
d. A planning or organizational change assignment	5	4	3	2	1

11. Did you feel like you would have preferred more responsibility for some field assignments?

_____ Yes _____ No

If so, which ones?

12. Was there anything you wanted to do that you didn't get to do while you were in placement?

13. What are the major drawbacks of your placement?

14. What were the main assets of your placement?

15. Did you feel your coursework gave you enough preparation for your practice experience? What courses before fieldwork were most helpful? What suggestions do you have for content change in the required pre-field placement social work courses?

16. Did you experience any conflict between the school and social agency in the following areas?

	Yes	No
a. Choice of assignments	_____	_____
b. Number of tasks	_____	_____
c. Criteria for evaluation	_____	_____
d. Importance of theory to social work tasks	_____	_____

17. How do you think your performance in the field could have been better assessed?

18. Was the learning contract part of your evaluation process?

_____ Yes _____ No
If yes, did you find it helpful?

19. Did you feel that your field experience contributed to your personal growth?

	Definitely	Somewhat	Not at All		
a. Self-awareness	5	4	3	2	1
b. Coping with stress	5	4	3	2	1
c. Assertion	5	4	3	2	1
d. Time management	5	4	3	2	1
e. Self-confidence	5	4	3	2	1

20. Did you feel that your field experience contributed to your professional growth?

	Definitely	Somewhat	Not at All		
a. Knowledge of community services	5	4	3	2	1
b. Knowledge of social work processes	5	4	3	2	1
c. Writing and recording skills	5	4	3	2	1
d. Knowledge of social problems and or population groups	5	4	3	2	1
e. Ability to implement the problem-solving process	5	4	3	2	1
f. Ability to resolve conflicts with others through direct communication	5	4	3	2	1

21. Do you think we should use this agency again?

___ Yes ___ No

22. Do you think we should use this field instructor again?

___ Yes ___ No

23. Any additional comments or suggestion?

Appendix I

Field Placement Agencies

Big Brothers Big Sisters	Kell West Hospital
Child Advocates	Midwestern Care Center
Children's Aid Society	United Way
Children's Home	Child Protective Services
Daybreak Community Services	Serenity Foundation
Helen Farabee Center MHMR	Adult Protective Services
Hospice of Wichita Falls	Texhoma Christian Care Center
United Regional Health Care	Early Childhood Development
Inheritance Adoptions	Star Program
North Texas Rehabilitation Center	North Texas State Hospital: Vernon Campus Wichita Campus
Big Brothers Big Sisters	
Presbyterian Children's Home and Services	Straight Street
Wichita County Juvenile Probation	Head start
Red River Hospital	Grace Care Center
Veterans' Clinic	Wichita Falls ISD
Straight Street	Teen Emergency Shelter
Midwestern Care Center	Red River Recovery
82 nd Medical Group Clinic at Sheppard AFB	