



**DEPARTMENT OF  
SOCIAL WORK**

**FIELD MANUAL**

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## **INTRODUCTION TO FIELD INSTRUCTION**

Field Instruction is an integral component of undergraduate social work education. The opportunity for social work students to observe and learn from experienced social workers in human service agencies has traditionally been the cornerstone of social work education, and the Department of Social Work at Delta State University continues this experience to prepare its graduates for entry level positions as generalist social workers. Students advance from observing in the early social work courses to carrying cases under supervision during the senior placement. The Social Work Program at Delta State University connects the theoretical and conceptual contribution of the classrooms with the practice setting through the senior field placement. This is the signature pedagogy in the training of students as professional social workers. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to the role of a practitioner. One of the main objectives of Field Instruction is to provide students with the opportunity to engage actively in actual professional tasks which complement and reinforce classroom learning. Field instruction provides opportunities for students to integrate and refine the knowledge, values, and skills which are the basis of the Social Work curriculum. This experience also provides the student with the opportunity to evaluate their own practice effectiveness.

### **MISSION**

Consistent with the mission of the University, the Bachelor of Social Work program at Delta State University seeks to prepare students with professional knowledge, values, and skills for generalist social work practice by creating an environment that offers value oriented learning emphasizing self- assessment, service to community, self -determination, social justice and respect for diversity.

### **GOALS**

With the liberal arts and a person and environmental construct as its foundation, BSW graduates are prepared to continue their formal education in social work or engage in entry-level social work practice. As such, it is our goal that by completion of the program, students will be prepared:

1. To prepare practitioners who engage in evidence-based beginning level generalist practice with systems of all sizes and diverse populations;
2. To prepare practitioners who understand and value human diversity;
3. To prepare practitioners who understand and appreciate the role and value of systematic data collection and analysis in systems of all sizes for the purpose of promoting the goals of the profession of social work;
4. To encourage the development of a strong professional identity and a commitment to the values and ethics of the social work profession in future practitioners;
5. To prepare students to understand the dynamics and consequences of social and economic injustice and the importance of alleviating injustice and oppression

## **CORE COMPETENCIES AND STUDENT PRACTICE BEHAVIORS/OUTCOME**

The Department of Social Work has adopted the following nine core competencies identified by CSWE's 2015 EPAS for the professional social work curriculum. These core competencies are consistent with EP 2.0 through EP 2.2. 11.

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. The following practice behaviors operationalize Core Competency 1. These operational definitions correspond to practice behaviors in Educational Policy 2.1.1.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### **Core Competency 2: Engage Diversity and Difference in Practice.**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. The following practice behaviors operationalize Core Competency 2. These operational definitions correspond to practice behaviors in Educational Policy 2.1.2.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. The following practice behaviors operationalize Core Competency 3. These operational definitions correspond to practice behaviors in Educational Policy 2.1.3.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Core Competency 4: Engage In Practice-informed Research and Research-informed Practice.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. The following practice behaviors operationalize Core Competency 4. These operational definitions correspond to practice behaviors in Education Policy 2.1.4.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Core Competency 5: Engage in Policy Practice.**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. The following practice behaviors operationalize Core Competency 5. These operational definitions correspond to practice behaviors in Educational Policy 2.1.5.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. The following practice behaviors operationalize Core Competency 6. These operational definitions correspond to practice behaviors in Educational Policy 2.1.6.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Core Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. The following practice behaviors operationalize Core Competency 7. These operational definitions correspond to practice behaviors in Educational Policy 2.1.7.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. The following practice behaviors operationalize Core Competency 8. These operational definitions correspond to practice behaviors in Educational Policy 2.1.8.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. The following practice behaviors operationalize Core Competency 9. These operational definitions correspond to practice behaviors in Educational Policy 2.1.9.

Social workers:

- select and use appropriate methods for evaluation of outcomes;  
apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## **NONDISCRIMINATION POLICY**

The Department of Social Work does not discriminate on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.

## **FIELD INSTRUCTION EXPERIENCES**

### **SWO 201, SWO 303 and SWO 309: Volunteer Experience**

The student spends ten hours in a private or public social service agency in SWO 201 Introduction to the Profession of Social Work, and twelve hours in SWO 303 Introduction to Child Welfare and SWO 309 Aging and the Community. Observation is the primary focus of the SWO 201 experience; however, some students will be able to provide some direct services to clients, depending on the student's life experiences, abilities, and opportunities within the particular agency where the student is volunteering. Direct services are not a requirement of this experience; rather, in SWO 201 the student is expected to become aware of the helping process involved in the agency and to write a report regarding that agency and the student's observations of the social workers. In SWO 303 students are to observe the biopsychosocial development of children and learn about social services provided for children. Again, activities will vary depending on the student's readiness to give direct services and opportunities within the agency for the student to give services. In SWO 309 the primary focus of the volunteer work is on observing the life stage development of elderly persons; possibly this is done while providing simple direct services to clients. For each of these courses the student is responsible for finding his or her own placement, with assistance as needed, from the course instructor. At the end of each of these volunteer experiences, the student will be evaluated by the agency staff member who has worked with the student.

### **SWO 320: Volunteer Experience**

During the second practice course, SWO 320 Social Work Methods I, which is taken during the spring semester of the junior year, the student participates in a twenty-one hour volunteer experience in a social service agency, under the supervision of a licensed social worker. The student is responsible for finding his or her own placement, with assistance as needed from the course instructor. The student observes and does direct services according to assignments from the course instructor, with the focus being on assessment of strengths and problems with diverse cultures and systems of all sizes. The student will spend three hours per week in the agency for seven weeks. At the end of this volunteer experience, the student will be evaluated by the agency staff member who has worked with the student.

### **SWO 421: Volunteer Experience**

During the third practice course, SWO 421 Social Work Methods II, which is taken during the fall semester of the senior year, the student will have a second twenty-one hour volunteer experience. The students are responsible for finding their own placement, with assistance as needed from the course instructor. Assignments from the course instructor will relate to intervention with diverse individuals, families, and groups, and evaluation of practice. The student will spend three hours per week for seven weeks in an agency under the supervision of a licensed social worker. At the end of this volunteer experience, the student will be evaluated by the agency staff member who has worked with the student, with this evaluation being focused on the student's readiness to perform in the senior field practicum.

### **SWO 475: Field Instruction**

During the spring semester of the senior year in SWO 475 Field Instruction, social work majors spend thirty-two hours per week in field instruction in a social work agency. Students will be in seminar on campus on Monday and in Field Tuesday through Friday, each week for fourteen academic weeks (neither the Good Friday Holiday nor the week of Spring Break is counted in the fourteen weeks). Students abide by agency hours, eight hours each day, for a total of four hundred and forty hours for the semester. A grade of Credit or No Credit is given for the 12 academic hours received for this course. SWO 481 Field Seminar is held on campus on Mondays to help the students integrate theory with actual Field experiences.

The overall objective of this placement is to provide educational opportunities for the student to put into practice the theory about generalist social work that they have learned and to experience what working in an agency is really like. Emphasis is on helping the student prepare to transfer, as a future social worker, the common body of the profession's knowledge, values, and skills among settings, populations groups, and problem areas; the student is not an apprentice in training for a job in the agency of their placement. In some agencies, non-traditional services will need to be created and assigned to students so they can meet all of the academic objectives of this experience (i.e., a hospital that does not usually make home visits might allow a student to do so for the learning opportunity). On the other hand, students will not need to learn total agency procedures that do not lend themselves to generalization to other settings (i.e., completing monthly reports). Students will not carry full workloads, nor will they be paid, but cases will be assigned to them on an increasingly difficult level for their responsibility in providing services.

Unlike earlier field experiences in which students find their own placements, the Director of Field Education locates agency placements, matches students, and makes placement assignments, based on the academic needs of each student. Criteria for selection of agencies are found below.

Students will be supervised in the agencies by Field Instructors, who are full-time agency staff members who meet the criteria outlined below. A Social Work Field Liaison, (a faculty member of the Delta State University Department of Social Work) will maintain close, regular contact with students and Agency Field Instructors through at least two visits to the agencies, telephoning, e-mailing, and through weekly seminars with students on campus.

While it is preferable that students not be placed in agencies where they are employed, the following policy applies if such a placement is made: If the student is employed in the agency where the field instruction takes place, the availability of release time for course and field instruction must be ensured. Student assignments and fieldwork supervision should differ from those associated with the student's employment. It should also be demonstrated that there is no diminution of the program's established requirements in class and field instruction and that field instruction is educationally focused rather than solely centered on agency services. As one means of ensuring equal educational opportunity for all students, the field instruction should be administered in accordance with the pattern the program establishes for all students. Agencies involved in this type of field placement must meet the same criteria as other field agencies.

## **REQUIREMENTS FOR ADMISSION TO FIELD INSTRUCTION**

### **Completion of the following:**

1. All liberal arts and foundation courses as described in the *Social Work Student Handbook*, SWO 416 Human Behavior and the Social Environment II, SWO 421 Social Work Methods II, SWO 422 Social Work Methods III, and SWO 430 Social Welfare Policy Analysis, and all prerequisites are to be taken.
2. Students are required to have a 2.25 GPA to be admitted to Field Instruction.
3. Students must have exhibited at all times ethical social work conduct and practice based on the *NASW Code of Ethics*. Students should keep in mind that some agencies make background checks on all employees and students who apply to be part of their agency, and students' involvement with the law may be discovered in that process, if it is on public record. Some agencies cannot allow people with criminal records to be part of their staff; others may assess the nature of the crime and decide on the appropriateness of allowing the student to work in their agency.

4. Students are responsible for their own transportation to and from their assigned agency. Students cannot be dropped off or picked up from the field agency due to concerns for confidentiality and safety.
5. Students are required to have professional liability insurance by the last day of class in the Fall semester of their senior year. Information regarding purchasing this insurance is available from the Director of Field Education, who will need to have proof of this insurance coverage before a student enters the field agency assigned. Students who are unable to provide verification of liability insurance by the deadline must meet with the Field Director and propose a written plan of action to submitting the required document prior to the beginning of classes in the Spring semester.

### **APPLICATION FOR FIELD INSTRUCTION**

1. Application for being admitted to Field Instruction is made in the spring and summer semesters prior to the fall of the senior year.
2. To begin the application process, students must attend a group meeting held by the Director of Field Education in the spring or summer semesters of the junior year. In this meeting, Field will be explained, the Field Manual will be discussed in depth, and students' questions will be answered.
3. Application forms are obtained from the Director of Field Education in the spring or summer semester group meeting. (Appendix: Form 8)
4. Each student makes an appointment with the Director of Field Education for an Application Interview, and takes the completed application form to the interview. During this interview, the Director of Field Education will examine the student's strengths and areas that need improvement, and determine the student's readiness for Field Instruction. Discussion will include the student's academic performance; volunteer experiences with supervisors evaluations of those experiences; work ethic lessons learned from any non-social work paid work experience; social work values and attitudes; behaviors that may need the student's attention; communication skills, both written and oral; student's ability to handle feedback; and personal aspects of the student's situation that may affect their placement. Also discussed will be the student's goals for the field experience and their preferences for certain client populations and geographic locations of agencies.

Student's final acceptance to the field experience cannot be made until the fall semester of the senior year, since student's circumstances sometimes change. A written notification will be given to the students indicating acceptance or non-acceptance after review of spring grades and fall interview with Field Director

Some students are academically marginal or have good potential for social work but need more time to develop maturity and awareness. Should the student or faculty decide that the student is not yet ready for Field Instruction, the Director of Field Education will suggest specific goals for the student to consider; it is the student's option to attempt to meet these goals and reapply the following year.

### **GRIEVANCE POLICY FOR FIELD INSTRUCTION**

A student who disagrees with the Director of Field Education's decision regarding acceptance for Field Instruction may file a grievance following the university grievance policy.

## **CRITERIA FOR ASSIGNMENT OF STUDENTS AND SELECTION OF FIELD INSTRUCTION AGENCIES AND FIELD INSTRUCTORS**

### **Assignment of Students**

On the application for Field Instruction, the student will indicate three fields of practice and the geographic area they prefer. Efforts will be made to accommodate students' wishes as far as possible, but this is not always feasible or in the best interest of the student. With the limited number of appropriate agencies in the local area and with several students possibly wanting the same type agencies, some students may not receive their choice of assignments. Of prime consideration, however, are the individual learning needs of each student. Assignments are made without regard to race or ethnicity of the student or the field instructor.

### **Agency Criteria**

After the student has identified their preference for fields of practice and geographic area, the Director of Field Education seeks an agency that will meet that student's individual educational needs. Only agencies with social workers who are available full-time in-house are considered for field instruction. Other factors taken into account are the agency administration's commitment to providing learning opportunities for students, including willingness to provide office space and amenities for the student; past experience with that agency as a field site for Delta State University students; opportunities for students themselves to provide direct services to clients, and not to just observe; appropriateness of the agency's services for generalist social work; opportunities for the student to work with clients from diverse populations, including clients who are different from the student; opportunities to serve a rural catchment area; opportunities for the student to develop and implement a macro project; and opportunities for all of the outcomes of SWO 475 to be realized. Only agencies that are equal opportunity employers are used.

### **Field Instructor Criteria**

Field Instructors are selected on the basis of their educational degree(s) and license, their interest in working with students, their experience, their expertise, and their ability to be a positive professional role-model for the student. Field Instructors are expected to be familiar with and support the objectives of the Delta State University Department of Social Work and its curriculum and the *National Association of Social Workers Code of Ethics*.

The following are the degree and experience requirements for all Field Instructors, listed in order of preference: MSW with at least one year post master's degree experience or BSW with at least two years post degree experience. These degrees must be from accredited programs, and it is preferable that Field Instructors be licensed at the appropriate level by the state in which they practice. They must have been in their present position for at least one year prior to the semester in which they will be working with the student.

In the event that not enough social work degreed Field Instructors can be found, the program assumes responsibility for reinforcing a social work perspective in the agency for the students. This is done in several ways. One way is by workshops with the agency staff who will be supervising the student. Topics covered include supervision, social work theory and practice skills, ethical behavior and the requirements of the internship. More than the usual two visits a semester will be made if the supervisor needs additional support in providing the social work education perspective. Monitoring of the need for that support is done through contact with the students in

the weekly seminar and through the students' weekly written assignments. The Liaison will directly supervise the student's practice if the depth of required theory-based instruction is missing.

If an agency personnel change is made during the time a student is in placement, an assessment is made of the quality of supervision the student would receive if left in that agency, and the decision is made regarding how to best meet the student's needs during the remainder of the semester.

### **FIELD INSTRUCTION ADVISORY COMMITTEE**

To keep the Field Instruction experience pertinent to social work practice in the catchment area, ad hoc committees of Field Instructors and other local practitioners are convened as needed to give feedback and suggestions to strengthen the program.

### **RESPONSIBILITIES OF DELTA STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK TO FIELD INSTRUCTION**

Both Delta State University and the Field Instruction agencies share in promoting and implementing the educational objectives of the Department of Social Work. Nevertheless, the Department of Social Work recognizes and accepts its responsibility for leadership in fulfilling this function.

The Director of Field Education provides training for Field Instructors regarding the objectives of Field Instruction and the total Social Work curriculum. An understanding of the whole Social Work program is important for Field Instructors so they can effectively help students meet the program's objectives. A Field Instructor's Training meeting is held in the Spring of the Field Practicum in January which provides orientation for all potential Field Instructors on how to give orientation to students, how to contract with students regarding objectives, how to select cases for assignment to students, how to make use of supervisory conferences with students, and how to evaluate students for recommendation for grading. In the spring, workshops are offered to Field Instructors regarding such topics as ethics, professional liability, evaluation of practice, and issues of diversity and spirituality.

The Department of Social Work maintains overall responsibility for its instructional program and the education of the individual students who are part of it. The Department has basic responsibility for making decisions about the student, using input from the agency as consultation. The Department, therefore, does the following:

1. Shares non-confidential pertinent information about the student with the Field Instructor.
2. Decides matters of students' passing, probationary status, extending placement, and eligibility for graduation.
3. Decides whether a student will be transferred to another field placement.
4. Makes decisions concerning student for treatment of the students' personal issues and behavior concerns, personal and private conduct which may interfere with student's ability to fulfill professional and academic responsibilities.

The Social Work Liaison, a faculty member of the Delta State Social Work Department, maintains close, regular contact with students and agency Field Instructors through at least two supervisory visits to the agency per semester, telephone contacts, e-mail, and the students' Weekly Practicum Activity Report. (Appendix: Form 10).

In order to maintain a satisfactory level of exchange, and in order to assure that students are integrating theory

with practice, the Social Work Department uses SWO 481 Integrative Seminar to enhance students' understanding of Field Instruction and its objectives. This seminar meets each Monday after the first week of the semester. During the first week of the semester, students attend seminar Tuesday through Friday, 9:00-4:00, with an hour for lunch. This time is spent reviewing content of all the social work curriculum, orientation to the students for field, and other pertinent details regarding successful completion of field practicum. Attendance at this portion of seminar is mandatory and credit is provided. Any absences will have to be made up for credit to be received.

## **RESPONSIBILITIES OF AGENCY FIELD INSTRUCTORS**

Each agency Field Instructor is expected to interview their potential student prior to accepting them for placement. The Field Instructors have the final option in either accepting or not accepting students for placement with them. By accepting a student, the Field Instructor commits to providing a quality educational experience for the student and oversight of student's activities in the agency. Opportunities to receive training in how to be an effective Field Instructor will be made available by the Department, and the Field Instructors are required to attend. Field Instructors are responsible for each of the four following aspects of the students' experience in their agencies: orientation, supervision, assignment of tasks and cases, and evaluation.

### **I. Orientation of Student**

1. Introduce student to the appropriate agency staff as soon as possible.
2. Show student around the building and give information regarding agency customs (i.e., who sits where in coffee breaks, which mug to use, etc.).
3. Explain where student can have lunch. Possibly eat lunch with the student the first day so student can feel comfortable in the new setting.
4. Let student see some action the first day. Let her/him observe a social worker giving service to a client, or let the student perform a simple service himself/herself so they feel immediate satisfaction and connection with the agency.
5. Do not assign manuals to be read the first day. Students learn policy more quickly when relating it to something they are doing. For adult learners, reading manuals without a specific purpose is boring and will cause students to lose interest in their field placement.
6. Provide an orientation to the setting, including written and oral information about the following:
  - A. Purpose, function, policies, and goals of agency
  - B. Source of funding
  - C. Agency clientele
  - D. Geographic area of service
  - E. Specific activities of agency
  - F. Relationship to community as a whole and to specific agencies within that community
  - G. Expectations of student as agency representative and as a social worker
  - H. Personnel regulations that affect student

7. Complete Field Practicum Learning Contract with student, incorporating student's interests and goals.

## **II. Supervision of Student**

1. Supervise student individually and possibly sometimes in a group, in keeping with the needs of the student.
2. Plan a regular conference time with student. Help student know how to use planned supervisory time and when to ask for immediate help.
3. Set aside time each week and prepare for student conferences.
4. Discuss with student authority issues, such as those relating to diversity of age, race, ethnicity, religion, sex, and sexual orientation, of the student and the supervisor.
5. Arrange for student to attend staffing and board meetings.
6. Help student plan and organize their work.
7. Help student recognize their attitudes and feelings during and after task performance.
8. Help student evaluate his or her own practice.
9. Help student integrate knowledge, skill, theory, and understanding of generalist social work into practice skills.
10. Reinforce basic social work concepts and values in the field experience.
11. Help student grow in self-awareness.
12. Help student become aware of social problems regarding sexism, racism, and ageism, not only within society but also possibly within the agency as well.
13. Reinforce student's communication skills (verbal, written, and listening) to enhance data collection, data organization, and data evaluation.
14. Reinforce student's recording skills.
15. Help student become aware of agency strengths and problems, including gaps in service.
16. Help student to identify existing resources, to create new ones, and to begin their own lifetime resource file.
17. Assist student in identifying areas for intervention and evaluation in the planning of a macro intervention/research project to be developed and implemented by the student.
18. Help student identify with the social work profession by encouraging participation in professional meetings and networking with professional social workers.
19. Role model ethical professional values and behavior.

### **III. Assignment of Tasks and Cases to Student**

1. Assign tasks clearly so that student knows the purpose behind jobs and can appreciate the need for the completion of these tasks.
2. Assign some cases that offer the possibility of immediate satisfaction so the student will be encouraged in their effort.
3. Give student opportunities to work with systems of varying size.
4. Give student, if possible, opportunities to work with diverse populations.
5. Give student, if possible, opportunities to work with people who are racially or culturally different from himself/herself.
6. Give student opportunities to observe other staff members at work in specific situations which provide learning experiences.
7. Assign cases initially which are expected to be the least explosive and in which the clients are the least vulnerable.
8. Assign cases in which the student's personal physical safety is not likely to be in jeopardy.
9. Increase the nature and complexity of assignments as student learns and grows.
10. Select workload for student which is in keeping with the setting, taking into account the student's capacities, interests, past experiences, life patterns, and the goal of the placement.
11. Assign cases that are from the regular caseload of the agency or that may involve the expansion of services presently being provided.
12. Make assignments primarily because of their educational value to the student and secondarily because of the needs of the agency.

#### **IV. Evaluation of Student**

1. Evaluate with student tasks performed by student as they are done, keeping in mind that constructive criticism can be both positive and negative and that evaluation should be on-going and not limited to mid-term and the end of the semester.
2. Monitor student's daily attendance, informing Field Liaison of any and all absences.
3. Monitor student's work habits and attitudes on an on-going basis and discuss with student when a problem becomes apparent.
4. Prepare mid-term and end-of-semester evaluations of student's progress, to be discussed with the student, signed by both the student and the Field Instructor, and submitted to the Field Liaison. (Appendix: Form 11).

### **RESPONSIBILITIES OF STUDENTS**

The student is to do the following:

1. Attend a group meeting conducted by the Director of Field Education between the spring and summer semesters of the student's junior year. In this meeting, Field Practicum will be explained, the Field Manual and Student Handbook will be reviewed and questions will be answered. Application forms for Field will be distributed.
2. Apply for admission to Field Practicum during the spring semester prior to the student's senior year by completing the Field Application form, Professional Liability information – Acknowledgment of transportation, Criminal Background, Drug Testing, Use of technology and Social Media forms and participating in an interview with the Director of Field Instruction.
3. Schedule and participate in an interview with the student's potential Field Instructor, after a potential Field assignment has been identified by the Director of Field Education and discussed with the student. After the pre-placement interview, the student is to notify the Director of Field Education as to whether or not she/he is still interested in this placement.
4. Furnish proof of current professional liability insurance coverage by the end of fall semester of the senior year.
5. Provide own transportation to and from Field Practicum.
6. Attend to and maintain professional demeanor and comportment.
7. Abide by the syllabus for SWO 475 Field Instruction and SWO 481 Integrated Seminar.
8. Actively engage in contracting students with Field Instructors individual learning objectives.
9. Abide by the policies and regulations of the host agency.

10. Immediately contact Field Instructor and/or Liaison if student has unaddressed concerns in regard to Field Practicum.
11. Adhere to the *NASW Code of Ethics*.
12. Evaluate placement agency at the end of the semester and share evaluation with Field Instructor. (Appendix: Form 12).
13. Participate in an exit process which includes a summary of field activities, student evaluation of field placement form and exit exam.

# **FIELD VOLUNTEER FORMS**

**Form 1****AGENCY VOLUNTEER WORK AGREEMENT**

To be filled out for students enrolled in **SWO 201 Introduction to the Profession of Social Work** before the student begins the actual volunteer hours. To assure that the placement agency will offer appropriate opportunities for the student to complete the assignment, the course instructor must approve the placement agency and the supervisor before the student begins accumulating volunteer hours.

**Delta State University  
Department Of Social Work  
SWO 201 Introduction to Social Work  
Agency Volunteer Work Agreement**

Name of Student \_\_\_\_\_

I agree to supervise the above named student for 10 hours of social service volunteer work or observation in the agency or organization where I work, as partial fulfillment of the requirements for the Delta State University course SWO 201 Introduction to Social Work. I understand that the primary purpose of this volunteer assignment is for the student to observe persons in need of social services, focusing on concepts taught in the Introduction to Social Work class. Simple tasks may be assigned for the student to do, or the student may simply observe activities. I will complete the attached evaluation form at the end of the student’s volunteer work. The assigned work is to be done between:

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

\_\_\_\_\_  
(Printed or typed name and title of Student’s Supervisor)

\_\_\_\_\_  
(Signature of Student’s Supervisor) (Date)

\_\_\_\_\_  
(Agency Name)

\_\_\_\_\_  
(Street or Post Office Address)

\_\_\_\_\_  
(Town, State, and Zip)

\_\_\_\_\_  
(Telephone and E-mail)

Student’s Agreement

I have been taught by the faculty of Delta State University Department of Social Work about the *National Association of Social Workers Code of Ethics* and I agree to follow that code, as well as any other rules of confidentiality required by the agency where I am volunteering.

\_\_\_\_\_  
(Signature of Student) (Date)

\_\_\_\_\_  
(Signature of Course Instructor) (Date)

**Form 2****AGENCY VOLUNTEER WORK AGREEMENT**

To be filled out for students enrolled in **SWO 303 Introduction to Child Welfare** before the student begins the actual volunteer hours. To assure that the placement agency will offer appropriate opportunities for the student to complete the assignment, the course instructor must approve the placement agency and the supervisor before the student begins accumulating volunteer hours.

**Delta State University  
 Department Of Social Work  
 SWO 303 Introduction to Child Welfare  
 Agency Volunteer Work Agreement**

Name of Student \_\_\_\_\_

I agree to supervise the above named student for 12 hours of social service volunteer work or observation in the agency or organization where I work, as partial fulfillment of the requirements for the Delta State University course SWO 303 Introduction to Child Welfare. I understand that the primary purpose of this volunteer assignment is for observation of children, focusing on concepts taught in the Introduction to Child Welfare class. Simple tasks may be assigned for the student to do, or the student may simply observe activities. I will complete the attached evaluation form at the end of the student’s volunteer work. The assigned work is to be done between:

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

\_\_\_\_\_  
 (Printed or typed name and title of Student’s Supervisor)

\_\_\_\_\_  
 (Signature of Student’s Supervisor) (Date)

\_\_\_\_\_  
 (Agency Name)

\_\_\_\_\_  
 (Street or Post Office Address)

\_\_\_\_\_  
 (Town, State, and Zip)

\_\_\_\_\_  
 (Telephone and E-mail)

Student’s Agreement

I have been taught by the faculty of Delta State University Department of Social Work about the *National Association of Social Workers Code of Ethics* and I agree to follow that code, as well as any other rules of confidentiality required by the agency where I am volunteering.

\_\_\_\_\_  
 (Signature of Student) (Date)

\_\_\_\_\_  
 (Signature of Course Instructor) (Date)

**Form 3****AGENCY VOLUNTEER WORK AGREEMENT**

To be filled out for students enrolled in **SWO 309 Aging and the Community** before the student begins the actual volunteer hours. To assure that the placement agency will offer appropriate opportunities for the student to complete the assignment, the course instructor must approve the placement agency and the supervisor before the student begins accumulating volunteer hours.

**Delta State University  
Department Of Social Work  
SWO 309 Aging and the Community  
Agency Volunteer Work Agreement**

Name of Student \_\_\_\_\_

I agree to supervise the above named student for 12 hours of social service volunteer work or observation in the agency or organization where I work, as partial fulfillment of the requirements for the Delta State University course SWO 309 Aging and the Community. I understand that the primary purpose of this volunteer assignment is for observation of aging people, focusing on concepts taught in the Aging and the Community class. Simple tasks may be assigned for the student to do, or the student may simply observe activities. I will complete the attached evaluation form at the end of the student’s volunteer work. The assigned work is to be done between:

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

\_\_\_\_\_  
(Printed or typed name and title of Student’s Supervisor)

\_\_\_\_\_  
(Signature of Student’s Supervisor) (Date)

\_\_\_\_\_  
(Agency Name)

\_\_\_\_\_  
(Street or Post Office Address)

\_\_\_\_\_  
(Town, State, and Zip)

\_\_\_\_\_  
(Telephone and E-mail)

Student’s Agreement

I have been taught by the faculty of Delta State University Department of Social Work about the *National Association of Social Workers Code of Ethics* and I agree to follow that code, as well as any other rules of confidentiality required by the agency where I am volunteering.

\_\_\_\_\_  
(Signature of Student) (Date)

\_\_\_\_\_  
(Signature of Course Instructor) (Date)

**Form 4****AGENCY VOLUNTEER WORK COMPLETION REPORT**  
**(SWO 201, SWO 303, SWO 309)**

This form must be filled out and signed by the person designated as ‘supervisor’ in the Agency Volunteer Work Agreement Form 1 (SWO 210 Introduction to Social Work), Form 2 (SWO 303 Introduction to Child Welfare), or Form 3 (SWO 309 Aging and the Community), for the student to receive credit for volunteer work. The course instructor reserves the right to contact the supervisor to confirm actual completion of the specified number of hours.

DELTA STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
AGENCY VOLUNTEER WORK COMPLETION REPORT  
SWO 201\_\_\_\_ SWO 303\_\_\_\_ SWO 309\_\_\_\_

\_\_\_\_\_ has volunteered his/her services with  
Student's Name

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

\_\_\_\_\_  
Agency Address

as partial fulfillment of the course

\_\_\_\_\_ SWO 201 Introduction to Field of Social Work

\_\_\_\_\_ SWO 303 Introduction to Child Welfare

\_\_\_\_\_ SWO 309 Aging and the Community

The student began volunteer service on \_\_\_\_\_ and completed service on  
\_\_\_\_\_, serving a total of \_\_\_\_\_ hours

Please comment briefly on the student's experience and quality of work done (Use an additional sheet of paper, if necessary.)

\_\_\_\_\_  
Supervisor's Signature                      Date

\_\_\_\_\_  
Student's Signature                      Date

**Form 5****VOLUNTEER EXPERIENCE AGREEMENT**

To be filled out for students enrolled in **SWO 320 Social Work Methods I** before the student begins the actual volunteer hours. To assure that the placement agency will offer opportunities for the assignments to be completed, the course instructor must approve the placement agency and the supervisor before the student begins accumulating volunteer hours.

**Delta State University  
Department Of Social Work  
SWO 320 Social Work Methods I  
Agency Volunteer Experience Agreement**

Name of Student \_\_\_\_\_

I agree to supervise the above named student for 21 hours of social work volunteer experience in the agency where I work, as partial fulfillment of the requirements for the Delta State University course SWO 320 Social Work Methods I. I understand that the student is to submit 7 weekly assignments based on their experience in this agency, and I am willing to provide opportunities for the student to complete those assignments or to arrange for another staff member to work with them for particular assignments. A copy of those assignments is attached to this agreement. Also attached is an evaluation form, which I agree to complete for the student at the end of their 21 hours of volunteer work in this agency. The assigned work is to be done between

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

\_\_\_\_\_  
(Printed or typed name and title of Student’s Supervisor)

\_\_\_\_\_  
(Signature of Student’s Supervisor) (Date)

\_\_\_\_\_  
(Agency Name)

\_\_\_\_\_  
(Street or Post Office Address)

\_\_\_\_\_  
(Town, State, and Zip)

\_\_\_\_\_  
(Telephone and E-mail)

Student’s Agreement

I have been taught by the faculty of Delta State University Department of Social Work about the *National Association of Social Workers Code of Ethics* and I agree to follow that code, as well as any other rules of confidentiality required by the agency where I am volunteering.

\_\_\_\_\_  
(Signature of Student) (Date)

\_\_\_\_\_  
(Signature of Course Instructor) (Date)

**Form 6****VOLUNTEER EXPERIENCE AGREEMENT**

To be filled out for students enrolled in **SWO 421 Social Work Methods II** before the student begins the actual volunteer hours. To assure that the placement agency will offer opportunities for the assignments to be completed, the course instructor must approve the placement agency and the supervisor before the student begins accumulating volunteer hours.

**Delta State University  
Department Of Social Work  
SWO 421 Social Work Methods II  
Agency Volunteer Experience Agreement**

Name of Student \_\_\_\_\_

I agree to supervise the above named student for 21 hours of social work volunteer experience in the agency where I work, as partial fulfillment of the requirements for the Delta State University course SWO 421 Social Work Methods II. I understand that the student is to submit 7 weekly assignments based on their experience in this agency, and I am willing to provide opportunities for the student to complete those assignments or to arrange for another staff member to work with them for particular assignments. A copy of those assignments is attached to this agreement. Also attached is an evaluation form, which I agree to complete on the student at the end of their 21 hours of volunteer work in this agency. The assigned work is to be done between:

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

\_\_\_\_\_  
(Printed or typed name and title of Student’s Supervisor)

\_\_\_\_\_  
(Signature of Student’s Supervisor) (Date)

\_\_\_\_\_  
(Agency Name)

\_\_\_\_\_  
(Street or Post Office Address)

\_\_\_\_\_  
(Town, State, and Zip)

\_\_\_\_\_  
(Telephone and E-mail)

Student’s Agreement

I have been taught by the faculty of Delta State University Department of Social Work about the *National Association of Social Workers Code of Ethics* and I agree to follow that code, as well as any other rules of confidentiality required by the agency where I am volunteering.

\_\_\_\_\_  
(Signature of Student) (Date)

\_\_\_\_\_  
(Signature of Course Instructor) (Date)

**Form 7****EVALUATION OF VOLUNTEER EXPERIENCE (SWO 320/421)**

This form is to be completed by the agency field supervisor after the student has completed the 21 hours of volunteer experience of SWO 320 Social Work Methods I or SWO 421 Social Work Methods II.

Instead of writing the answers on the form, answers may be written or typed on a separate piece of paper.

**Delta State University**  
**Department of Social Work**  
**Evaluation of Volunteer Experience**  
**SWO 320 \_\_\_\_\_ SWO 421 \_\_\_\_\_**

Student \_\_\_\_\_

Agency \_\_\_\_\_

I. Number of hours student volunteered in this agency: \_\_\_\_\_

II. Activities: Briefly describe the types of experiences the student had during the time spent in your agency.

III. Evaluation of Student: Comment on the student’s performance, work habits, attitude towards clients, staff and instructor, and ability to successfully accomplish assigned tasks.

IV. Student Potential: Do you think this student has potential for a professional career in social work?

V. Level of Involvement: Overall, the student’s performance was:

\_\_\_\_\_Appropriate      \_\_\_\_\_ Inappropriate

Supervisor’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor’s Name and Title Printed \_\_\_\_\_

Student’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Form 8****APPLICATION FOR FIELD PRACTICUM SWO 475**

This form is to be filled out by the student in preparation for the application interview with the Director of Field Instruction. In case additional space is needed to answer any of the questions, additional paper or the back of the form may be used.

The student is to take this form, completed, with them to the scheduled application interview.

Delta State University  
Department of Social Work  
Application for Field Practicum  
SWO 475

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

Permanent Address \_\_\_\_\_ Telephone #: \_\_\_\_\_

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

Current Campus Address: \_\_\_\_\_ Campus #: \_\_\_\_\_

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

Emergency Contact #: \_\_\_\_\_ Relationship: \_\_\_\_\_

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

Have you made arrangements to have your own reliable transportation for the successful completion of field to and from the agency and its affiliates? \_\_\_\_ Yes \_\_\_\_ No\*

**Note: Limited opportunities will be available to students who fail to meet this requirement.**

**\* (If no, STOP. See Director of Field immediately)**

Do you have a valid driver's license? \_\_\_\_ Yes \_\_\_\_ No State \_\_\_\_\_

**(Attach copy with completed application). Note: Application will not be processed without valid driver's license and completion of Acknowledgement of Transportation Form)**

ACADEMIC RECORD:

Anticipated Graduation Date: Spring \_\_\_\_\_

Overall GPA: Beginning of Fall \_\_\_\_\_ End of Fall \_\_\_\_\_

Have you repeated any Social Work courses or other courses due to failing a class?

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

Is so, list the courses repeated and semesters taken? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are you within 12 hours of Graduation? \_\_\_\_\_ Yes \_\_\_\_\_ No\*

\*(If no, explain). List courses needed \_\_\_\_\_

College where courses will be taken \_\_\_\_\_

Date courses will be completed \_\_\_\_\_

SERVICE LEARNING EXPERIENCE: *(To be completed by student)*

- 1. List all volunteer experiences you have had or anticipate having, agency's name and dates. **(Do Not Leave This Section Blank)**

	<u>AGENCY</u>	<u>DATE</u>	<u>SUPERVISOR</u>
SWO 201	_____	_____	_____
SWO 303	_____	_____	_____
SWO 309	_____	_____	_____
SWO 320	_____	_____	_____
SWO 421	_____	_____	_____
Other	_____	_____	_____

- 2. Describe any *paid employment* outside of social work. Include positions and duties.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3. List and briefly explain any leadership positions you have/ have had while in college. Include position(s) and duties.

\_\_\_\_\_

\_\_\_\_\_

4. What are your hobbies? How do you spend your leisure time? Be specific.

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5. Do you have a minor/ second major? \_\_\_\_ Yes \_\_\_\_ No If so, list name and department.

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6. List other college courses you have found enjoyable or beneficial to your studies. Include courses you have found rewarding or exhibited great personal strength.

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7. Describe your career goals. (Be very specific about the area of practice, population you desire to serve, and location). Example: "I want to be a school social worker in the Delta"

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8. Are you afraid to work/ drive in any geographic location? \_\_\_\_ Yes \_\_\_\_ No

Explain \_\_\_\_\_

9. Do you have any current or past criminal history/ record(s) that you have not resolved or could prevent you from entering field? \_\_\_\_ Yes\* \_\_\_\_ No

**\*(If you answered yes, explain and see Director of Field immediately). Note: Application will not be processed without attachment of Acknowledgement of Criminal Background Check Form)**

10. Will you be returning home to complete field placement in the spring? \_\_\_\_ Yes \_\_\_\_ No

Do you currently reside on campus? \_\_\_\_ Yes \_\_\_\_ No

FIELDS OF INTEREST

1. List below at least three (3) areas of practice you would consider placement in during your senior field internship. Include geographic location you prefer.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

2. List below up to three (3) areas of practice you do not wish to be placed or have strong reservations about. Be very specific. Explain any phobias. (Note: Please do not say “because I hate children or don’t like the smell of nursing homes)

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

3. Are you willing to drive to get the placement you prefer? \_\_\_\_ Yes \_\_\_\_ No

Explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

RELIGIOUS PREFERENCE

This program acknowledges that some of the internship experiences may have close association with religion such as with hospice. Do you have any objections to working with an agency with religious components?

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

**ACKNOWLEDGEMENT/CERTIFICATION**

If information received indicates student has provided false or misleading statements, omitted required information, or he/she in any way unable to meet the requirements for completion of this program, admission into field may be denied or rescinded, and student may be dismissed from the Delta State University Social Work Program.

By signing this application, I agree to the above statements and certify that I have received a copy of the Delta State University Social Work Department’s Criminal Background Check (CBC) Procedures and Delta State University Social Work Department’s Transportation Form.

**Any student who intentionally submits false documentation will be automatically dismissed from the Delta State University Social Work program.**

<b>Date</b>	<b>Student’s Signature</b>
<b>DSU ID #</b>	<b>Director of Field Education</b>

**Form 8A****ACKNOWLEDGEMENT OF RECEIPT OF CRIMINAL BACKGROUND CHECK**

This form is to be completed by the student and submitted to the Director of Field Education with the Application for Field Practicum.

## Delta State University Social Work Department

### ACKNOWLEDGEMENT OF RECEIPT OF CRIMINAL BACKGROUND CHECK PROCEDURES

I understand that, as a condition of field participation, I may be required to obtain a comprehensive criminal background check and submit the results to the reporting agency. **All** expenses associated with the criminal background check(s) are the responsibility of the student.

I understand that I **WILL NOT** be permitted to participate in field internship until completion of my background check, with results confirmed as acceptable by the Delta State University Social Work Department, and/or field agency affiliates. A positive report/adverse finding may negatively affect students' placement in Field Education facilities and consequently, may adversely impact students' progression through the social work program.

If the results of the background check(s) indicate student has provided false or misleading statements, omitted required information, or unable to meet the requirements for completion of this program, admission into field may be denied or rescinded, and you may be dismissed from the Delta State University Social Work Program.

By signing this form, I agree to the above statements and certify that I have received a copy of the Delta State University Social Work Department's Criminal Background Check (CBC) Procedures.

**Any student who intentionally submits false documentation will be automatically dismissed from this program.**

<b>Date</b>	<b>Student's Signature</b>
<b>DSU ID #</b>	<b>Director of Field Education</b>

**Form 8B****ACKNOWLEDGEMENT OF TRANSPORTATION FORM**

This form is to be completed by the student and submitted to the Director of Field Education with the Application for Field Practicum.

## Delta State University Social Work Department

### ACKNOWLEDGEMENT OF TRANSPORTATION FORM

It is the policy of the Delta State University Social Work program that every student matriculating into the field practicum **MUST** secure transportation to and from any field agency or its affiliates.

If transportation arrangements are not deemed acceptable by Delta State University Social Work Department or the field agency affiliates or information received indicates student has provided false or misleading statements, omitted required information, or is unable to meet the requirements for transportation while completing this program, admission into field may be denied or rescinded, and the student may be dismissed from the social work program.

It is the students' responsibility to possess a valid driver's license, automobile insurance and **ALL** other costs associated with proper vehicle maintenance and transportation during field.

**ALL** students **MUST** attach a copy of your current valid driver's license and proof of insurance.

Do you **currently** have adequate transportation to complete field requirements?

Yes       No\*

Will you have adequate transportation to **complete** your field practicum in the spring?

Yes       No\*

\*(If no, please provide detailed explanation and see Director of Field **IMMEDIATELY**)

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By signing this form, I agree to the above statements and certify that I have received a copy of the Delta State University Social Work Department's Transportation Form.

**Any student who intentionally submits false documentation will be automatically dismissed from the Delta State University Social Work program.**

Date	Student's Signature
DSU ID #	Director of Field Education

**Form 8C****Field Instruction Pre-Placement Interview Student Report**

After having the Field Application Interview with the potential Field Instructor, the student is to complete Form 8C and give to the Director of Field Education as soon as possible to expedite confirmation of placement plans.

**Delta State University  
Department of Social Work  
Field Instruction Pre-Placement Interview  
Student Report**

On \_\_\_\_\_ I met with \_\_\_\_\_  
(Date) (Name of Potential Field Instructor)

regarding being assigned to \_\_\_\_\_  
(Name of Agency)

for my senior Field Placement, January - April, 20 \_\_\_\_.

I found this agency placement to be appropriate \_\_\_\_\_ inappropriate \_\_\_\_\_ for me.

Optional remarks:

\_\_\_\_\_  
(Name of Student)

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

**Form 8D****Field Instruction Pre-Placement Interview Agency Report**

Instructions to Potential Field Instructor: After a pre-placement interview with a Delta State University senior Social Work student, please fill in the blanks in the attached form and return to the Delta State University address given (you may give it to the student to hand deliver if you are accepting them). Thank you for considering this student for placement in your agency.

**Delta State University  
Department of Social Work  
Field Instruction Pre-Placement Interview  
Agency Report**

Date \_\_\_\_\_

TO: Taylor Skelton, LMSW  
Instructor of Social Work and Director of Field Education  
Department of Social Work  
DSU Box 3172  
Delta State University  
Cleveland, MS 38733

On \_\_\_\_\_ I interviewed \_\_\_\_\_  
(Date) (Name of Student)

regarding their being assigned to this agency for senior Field Instruction, January through April 20 \_\_\_\_\_. I found this student to be an appropriate match \_\_\_\_\_ inappropriate match \_\_\_\_\_ for our agency. If appropriate, I will expect to hear from you soon regarding the student's decision about being assigned to this agency.

Optional remarks:

\_\_\_\_\_  
Name and Title (Signature)

\_\_\_\_\_  
(Print name and title)

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

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

\_\_\_\_\_  
\_\_\_\_\_  
(Phone) (FAX) (E-mail)

Rev. 7/18

**Form 9**

**FIELD PRACTICUM LEARNING CONTRACT**

In the first week of Field Instruction Part I-B of Form 9 is to be completed by the Agency Field Instructor and the student as they contract for the student's learning experience. Some students will have definite ideas about what their objectives are, and others will need help in identifying them. The Agency Field Instructor will also bring ideas of what they expect to this contracting conference. Together, the student and Agency Field Instructor are to agree on appropriate, challenging objectives for the individual student.

After all signatures are on the form, copies will be given to the student and the Agency Field Instructor for use in supervisory conferences and evaluations.

**Delta State University  
Department of Social Work  
Field Instruction Learning Contract**

Student \_\_\_\_\_

College Address \_\_\_\_\_

Current Contact Numbers: Phone \_\_\_\_\_ E-mail \_\_\_\_\_

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

Title \_\_\_\_\_

Name & Address of Agency \_\_\_\_\_  
\_\_\_\_\_

Agency Phone \_\_\_\_\_ Home Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Office Hours of Field Instructor \_\_\_\_\_

University Field Liaison \_\_\_\_\_

College Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Office Hours of Field Liaison \_\_\_\_\_

Dates of Placement: January \_\_\_\_\_ through April \_\_\_\_\_ Year \_\_\_\_\_

**I. Learning Objectives of SWO 475**

- A. Upon completion of SWO 475 all Delta State University Social Work students should be able to do the following:
  1. Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.
  2. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their solution, and evaluate their outcomes.
  3. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
  4. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.
  5. Understand the current structures and issues of the social work profession.

6. Assess the needs of populations-at-risk with emphasis on working with rural populations as both client and action systems.
  7. Demonstrate the following skills in working with systems of varying sizes, including rural populations: interviewing, defining issues, collecting data, recording, assessing, planning, contracting, intervening in alternative ways, evaluating, terminating, and following-up.
  8. Demonstrate the professional use of self.
  9. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
  10. Apply critical thinking skills within the context of professional social work practice.
  11. Analyze social policies and how they impact client systems, workers, and agencies.
  12. Understand agency structure, allocation of role performance, and the impact of organizational power and policies on client systems and, under supervision seek necessary organizational change.
  13. Evaluate research studies and apply findings to practice, and, under supervision, evaluate their own practice interventions and those of relevant systems.
  14. Use supervision appropriate to generalist practice.
  15. Apply knowledge of biopsychosocial variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems, i.e., families, groups, organizations, and communities.
- B. Upon completion of SWO 475 Delta State University Social Work students placed at

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Name of Agency

should be able to do the following:

**II.** Activities student will be expected to perform to reach learning objectives:

**III.** Orientation to the Field Practicum agency will be handled in the following manner (include who will do the orientation along with the plan):

**IV.** Formal evaluation of student's performance at mid-term and end of the semester will be conducted by

\_\_\_\_\_ in the following manner:  
Name of Field Instructor

- V. Factors that will be considered in determining the student’s final grade for Field Practicum are these:
  - A. Student’s performance in the agency as evaluated by the Agency Field Instructor
  - B. Student’s participation in conferences with the Liaison
  - C. List of 5 resources used by the student’s field agency (List to be developed by the student and shared with classmates)
  - D. Answering of weekly questions and use of Practicum Activity Report
  - E. Participation in student’s evaluation with Field Instructor
  - F. Exit interview with faculty advisor

Failure to complete any of the above will result in a grade of ‘I’ until completed.

**VI. It is understood by all parties signing this agreement that Delta State University, as represented by the university Field Liaison, has the ultimate responsibility for determining the final grade of the student for this field practicum.**

Student’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Liaison’s Signature \_\_\_\_\_ Date \_\_\_\_\_

**Form 10****FIELD INSTRUCTION WEEKLY ACTIVITY REPORT**

Form 10 is to be used by the student each week of **SWO 475 Field Instruction** with entries made each day like a journal. The form is to be given to the Field Liaison on Monday of the following week. It is essential that this form be both complete and detailed, as it is one of the vehicles that allows assessment of student performance.

After the Field Liaison has checked these forms and returned them to the student, the copies of Form 10 should be kept together for use at the end of the semester in summarizing all weekly activities on the Semester Summary of Practicum Activities (Form 10B), which becomes a part of the student's permanent record.

**Delta State University  
Department Of Social Work  
Field Instruction Weekly Activity Report**

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

**Agency** \_\_\_\_\_

**Week of** \_\_\_\_\_

**Supervised by** \_\_\_\_\_

**Hours: Monday** \_\_\_\_\_

**Tuesday** \_\_\_\_\_

**Wednesday** \_\_\_\_\_

**Thursday** \_\_\_\_\_

**Friday** \_\_\_\_\_

**(BOLD SECTION TO BE COMPLETED BY FIELD INSTRUCTOR)**

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

**Field Instructor & Student Conference Date:** \_\_\_\_\_

**Is there a need for conference with University Liaison: Yes** \_\_\_\_\_ **No** \_\_\_\_\_

Observational Activities

- \_\_\_\_\_ Field Trip
- \_\_\_\_\_ Audio Visual
- \_\_\_\_\_ Observational Interview

Meetings Attended

- \_\_\_\_\_ Staff Meeting/Webinar
- \_\_\_\_\_ Informational Meeting
- \_\_\_\_\_ Court Sessions

Skill Learning Activities

- \_\_\_\_\_ Intake Interview
- \_\_\_\_\_ Crisis Interview
- \_\_\_\_\_ Small Group Sessions
- \_\_\_\_\_ Large Group Sessions
- \_\_\_\_\_ Family Interview
- \_\_\_\_\_ Conference with Agency Staff
- \_\_\_\_\_ Conference with Resources
- \_\_\_\_\_ Telephone Calls
- \_\_\_\_\_ Work with Volunteers

Written Skills

- \_\_\_\_\_ Social Summary
- \_\_\_\_\_ Care Recordings
- \_\_\_\_\_ Group Reports
- \_\_\_\_\_ Agency Forms
- \_\_\_\_\_ Letters
- \_\_\_\_\_ Meeting Notes
- \_\_\_\_\_ Activity Report
- \_\_\_\_\_ Court Report
- \_\_\_\_\_ Program Development

Use the bottom and back of this form to make comments you would like to share with your University Liaison regarding your field experience and/or problems you may be having applying classroom concepts in the field.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Form 10A****FIELD INSTRUCTION WEEKLY TIMESHEET**

To be filled out by the student each week of **SWO 475 Field Instruction** and turned in to the Field Liaison. All time worked shall be recorded on this timesheet.

This form becomes a part of the student's permanent record.

**Delta State University  
Department of Social Work  
Field Instruction Weekly Timesheet**

Student \_\_\_\_\_

Agency \_\_\_\_\_

Day	Date	Sign-In	Lunch Starts	Lunch Ends	Sign-Out	Total Hours
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

**NOTE: WEEKEND AND AFTER-HOURS WORK REQUIRES UNIVERSITY & AGENCY APPROVAL**

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

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**(BOLD SECTION BELOW TO BE COMPLETED BY FIELD INSTRUCTOR)**

**Field Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Is there a need for conference with University Liaison:** Yes \_\_\_\_\_ No \_\_\_\_\_

**Form 10B****SEMESTER SUMMARY OF FIELD INSTRUCTION ACTIVITIES**

To be filled out by the student at the end of **SWO 475 Field Instruction** and turned in to the Field Liaison. All field activities for the whole semester are to be summarized. This form becomes a part of the student's permanent record.

## Semester Summary of Field Instruction Activities

Name of Student \_\_\_\_\_ Year \_\_\_\_\_

Name of Agency \_\_\_\_\_ City \_\_\_\_\_

Name of Field Instructor \_\_\_\_\_

### SKILL LEARNING ACTIVITY

\_\_\_ intake interview

\_\_\_ crisis interview

\_\_\_ goal oriented interview

\_\_\_ small group sessions

\_\_\_ large group sessions

\_\_\_ family interview

\_\_\_ conference with member or  
members of agency staff

\_\_\_ conference with resource  
person or persons

\_\_\_ telephone calls

\_\_\_ conference with Instructor

\_\_\_ work with volunteers

### WRITTEN SKILLS

\_\_\_ social summary

\_\_\_ case recording

\_\_\_ group reports

\_\_\_ agency forms

\_\_\_ letters

\_\_\_ meeting notes

\_\_\_ activity report

\_\_\_ court report

### MEETINGS ATTENDED

\_\_\_ staff meetings

\_\_\_ informational meetings

\_\_\_ court sessions

**I. Describe the most valuable learning experience for this semester and explain its value to you.**

**II. Give pertinent comments regarding any problems you had applying classroom concepts in the field.**

**III. For the benefit of future students, please critique your agency experience this semester.**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Form 11****INSTRUCTIONS FOR MID-TERM AND FINAL EVALUATIONS, SWO 475**

Delta State University has chosen to use the Field Placement Assessment Instrument (FPPAI) developed by the Baccalaureate Education Assessment Program (BEAP) to evaluate the student's performance in Field Placement. This form will be delivered to the Field Instructor electronically. The Field Instructor will complete the form electronically and review with the student. The Field Instructor will then submit the form electronically to BEAP. This form evaluates the student on each of the 41 practice behaviors the department has chosen to define the Core Competencies of a beginning social work practitioner. Signing the evaluation form means only that the student has read the evaluation; it does not mean that the student agrees with the rating. Should the student disagree with any or all of the evaluation, the matter(s) in question should be discussed with the Agency Field Instructor. If a disagreement still exists, the student or Agency Field Instructor should immediately contact the Delta State University Field Liaison.

This instrument will be completed at mid-semester and at the end of Field Placement. The following is an example of the form for use as a sample only. Only electronically submitted forms will be accepted.

# The Field Placement Assessment Instrument (FPPAI)

## 1. Professional Social Work Skills and Supervision

1. Utilizes effective supervision to improve professional and personal growth.
2. Demonstrates the effective use of consultation and supervision to guide ethical decision making in one's own practice.
3. Works satisfactorily within the structure of an agency.
4. Exhibits professional social work practice habits. (exp., reliable, maintenance of days, hours, dress, timeliness, time management.)
5. Understands the agency's relationship to their community delivery system.
6. Seek necessary organizational change within an agency.
7. Incorporates the planned change model to specific agency tasks.

## 2. Professional Communication

8. Illustrates clarity in verbal communication.
9. Illustrates clarity in written communication.
10. Communicates effectively with diverse populations.
11. Communicates effectively with clients.
12. Communicates effectively with colleagues and supervisors.
13. Empathizes effectively with clients.

## 3. Social Work Values and Ethical Practice

14. Shows knowledge of social work principles, values, and ethics to guide behavior.
15. Demonstrates the effective use and integration of social work values and ethics to guide behavior.
16. Understands how personal principles, values, and ethics influence policy.
17. Analyze one's own practice in relation to social work standards.

## 4. Critical Thinking

18. Demonstrates an understanding of the planned change process.
19. Applies critical thinking skills within the context of practice.
20. Applies planned change process skills within the context of practice.
21. Capable of developing strategies for assessing personal and professional growth.
22. Develops goals and objectives for assessing personal and professional growth.
23. Evaluates the processes and effectiveness of one's own practice.

## 5. Diversity

24. Demonstrates knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice.

25. Accepts human difference in social work generalist practice.

26. Respects differences in relation to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation in social work generalist practice.

27. Practices without discrimination in relation to diversity in social work generalist practice. (exp. Age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation).

28. Develops a positive worker/client relationship with diverse populations.

## 6. Human Rights, Social and Economic Justice and Policy Practice

29. Demonstrates understanding of significant social issues.

30. Understands the structural factors that create adversity for specific out-groups in society.

31. Advocates for the needs and concerns of diverse populations.

32. Advocates on behalf of clients who have been oppressed and discriminated against.

33. Develop and implement effective advocacy strategies and tactics in social work generalist practice.

34. Shows an understanding of the consequences of oppression and discrimination on attainment of social justice

35. Understands the ways policy impacts social work generalist practice.

## 7. Research

36. Develops research for evaluating social work generalist practice.

37. Critically analyzes empirically based research findings and apply them to generalist social work practice.

38. Utilizes program evaluation techniques to assess program effectiveness.

## 8. Human Behavior in the Social Environment

39. Understands social work theories and their application to professional social work practice. (Biological, Social, Cultural, Psychological, and Spiritual development)

40. Critiques and applies social work theories to guide the process of assessment, intervention, and evaluation.

## **9. Generalist Practice**

- 41. Applies the knowledge and skills of generalist social work practice.
- 42. Understands the planned change process, including assessment, planning, intervention, evaluation, termination, and follow-up.
- 43. Able to assess one's personal generalist practice skills.
- 44. Applies the strengths perspective in generalist social work practice.

## **10. Social Work Practice with Individuals, Families, Groups, Organizations, & Communities**

- 45. Shows foundation knowledge of social work practice with individuals and family systems.
- 46. Exhibits practice skills enabling them to help individuals enhance their well-being from a strengths based perspective.
- 47. Applies entry-level social work generalist practice with an ecological systems perspective.
- 48. Understands the socialization process as it is reflected in the dynamics of individual and group behavior.
- 49. Demonstrates knowledge of group processes, structure, and dynamics in social work generalist group practice.
- 50. Demonstrates the ability to effectively facilitate groups.
- 51. Understands the stages of group development as they apply to group process.
- 52. Applies the generalist practice model to the culture and behavior of organizations
- 53. Demonstrates an understanding of client advocacy knowledge and skills at the macro level.
- 54. Identifies the dynamics of change within organizational structures and communities.
- 55. Recognizes the impact of social policy on agencies, workers and populations at risk.

**Form 12****STUDENT'S EVALUATION OF FIELD PLACEMENT**

To be filled out by the student at the end of the semester of Field Instruction. The student should be as honest and straightforward as possible when evaluating the placement, as the student's perception of the placement contributes significantly to decisions regarding continued use of the placement.

**Delta State University  
Department Of Social Work  
Student Evaluation of Field Placement  
Year \_\_\_\_\_**

Student's Name \_\_\_\_\_  
First
Middle
Last

Name of Field Agency \_\_\_\_\_

Location of Field Agency (town/county) \_\_\_\_\_

Agency Field Instructor's Name \_\_\_\_\_

**A. AGENCY:** Evaluate here only the Agency. Items will be found below for evaluation of other aspects of your placement.

	<u>VERY POOR</u>					<u>VERY GOOD</u>
	1	2	3	4	5	
1. Capacity of experience to meet field placement objectives.	1	2	3	4	5	
2. Extent to which social work role in the agency was defined adequately for purposes of field instruction.	1	2	3	4	5	
3. Staff acceptance of you as a student social worker.	1	2	3	4	5	
4. Support and cooperation of administration staff.	1	2	3	4	5	
5. Physical facilities provided for student training.	1	2	3	4	5	
6. In sum, your overall rating of the agency as a site for field placement.	1	2	3	4	5	

**B. FIELD INSTRUCTOR:** In your opinion how well did your agency Field Instructor do the following?

	<u>NOT VERY WELL</u>					<u>EXTREMELY WELL</u>
	1	2	3	4	5	
1. Establish a comfortable working relationship with you?	1	2	3	4	5	
2. Offer constructive criticism?	1	2	3	4	5	
3. Provide support when needed?	1	2	3	4	5	
4. Utilize confrontation when needed?	1	2	3	4	5	
5. Listen to your points of view?	1	2	3	4	5	
6. Provide help in times of crises?	1	2	3	4	5	

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 7. Refer you to others when he/she could not provide you with information or assistance? | 1 | 2 | 3 | 4 | 5 |
| 8. Give you the amount of time you felt you needed?                                      | 1 | 2 | 3 | 4 | 5 |
| 9. Plan your orientation to the agency and its services?                                 | 1 | 2 | 3 | 4 | 5 |
| 10. Plan your orientation to other agencies?   | 1 | 2 | 3 | 4 | 5 |
| 11. Assist you with acquiring additional knowledge?                                      | 1 | 2 | 3 | 4 | 5 |
| 12. Assist you with integrating class and field?   | 1 | 2 | 3 | 4 | 5 |
| 13. Assist you with learning and developing social work skills and techniques?           | 1 | 2 | 3 | 4 | 5 |
| 14. Reflect social work values and ethics?   | 1 | 2 | 3 | 4 | 5 |

**How well did your field instructor help you in learning to perform in the following areas:**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 15. Direct services to diverse individuals and families?  | 1 | 2 | 3 | 4 | 5 |
| 16. Work with groups?                                     | 1 | 2 | 3 | 4 | 5 |
| 17. Use of community systems in providing direct service? | 1 | 2 | 3 | 4 | 5 |
| 18. Research related to direct practice?                  | 1 | 2 | 3 | 4 | 5 |

**C. CLASS AND FIELD:**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. To what extent did your other social work courses prepare you for this field placement? | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
2. Explain your rating for item C1.
3. What role did you see your agency Field Instructor playing?
4. How helpful has he/she been to you in this capacity?

5. How often have you seen your agency Field Instructor during this semester?  
Daily \_\_\_\_ Several times a week \_\_\_\_ Weekly \_\_\_\_ As needed \_\_\_\_ Seldom \_\_\_\_

6. Did you discuss your field evaluation with your agency instructor? \_\_\_\_\_

D. YOUR OWN INPUT INTO FIELD INSTRUCTION: Rate yourself on the following:

- |  |             |   |   |   |           |
|--|-------------|---|---|---|-----------|
|  | Very Little |   |   |   | Very Much |
| 1. How well were you able to use field instruction?  | 1           | 2 | 3 | 4 | 5         |
| 2. How much of yourself did you invest in this practicum?  | 1           | 2 | 3 | 4 | 5         |
| 3. How much additional reading did you do to further prepare yourself for the services you performed in the placement? | 1           | 2 | 3 | 4 | 5         |

E. MAKE ANY OTHER COMMENTS ABOUT THIS FIELD PLACEMENT AND/OR THIS EVALUATION INSTRUMENT.

I have read this evaluation. \_\_\_\_\_ Date \_\_\_\_\_  
University Field Liaison

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

**Form 13**

**AGENCY FIELD INSTRUCTOR PROFILE**

To be filled out by both Primary Field Instructors and Support Field Instructors.

**Delta State University  
Department of Social Work  
Agency Field Instructor Profile**

Name \_\_\_\_\_

Phone (office) \_\_\_\_\_ (cell) \_\_\_\_\_ home) \_\_\_\_\_

Agency \_\_\_\_\_ Title \_\_\_\_\_

Street/Box \_\_\_\_\_ City/State \_\_\_\_\_ Zip \_\_\_\_\_

Education

<u>Degree</u>	<u>Institution</u>	<u>Date</u>	<u>Major</u>	<u>Minor</u>
---------------	--------------------	-------------	--------------	--------------

*Attach a copy of your Social Work degree and/or your highest degree.*

Professional Experience:

<u>Agency</u>	<u>Address</u>	<u>Title</u>	<u>Dates</u>
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Professional Affiliations:

NASW \_\_\_\_\_ ACSW \_\_\_\_\_ Other (specify) \_\_\_\_\_

Licensure: LSW \_\_\_\_\_ LMSW \_\_\_\_\_ LCSW \_\_\_\_\_ Other \_\_\_\_\_

*Attach a copy of your licensure card.*

**Primary Area(s) of Practice:**

Children & Youth  Family Services  Community Organization/Planning  
 Corrections/Criminal Justice  Group Services  Medical/Health Care  
 Mental Health  Public Assistance/Welfare  School Social Work  
 Services to Aged  Alcohol/Substance Abuse  Developmental Disability  
 Mental Retardation  Other Disabilities  Occupational  
 Other (Identify) \_\_\_\_\_

**What type of Field Instruction can you provide for the Department of Social Work?**

Senior Field Placement, involving a minimum of 440 hours of work during the Spring semester, 8 hours a day Tuesday through Friday each week.

Field experiences for lower level classes, involving 15 or 24 hours of work during one semester.

How many students can you comfortably instruct during a semester?

Senior Field Placement

Lower level field experiences

**Form 14**

**FIELD INSTRUCTION AGENCY PROFILE**

To be filled out by the Director or authorized representative of each agency.

**Delta State University  
Department of Social Work  
Field Instruction Agency Profile**

Agency Name \_\_\_\_\_ Phone \_\_\_\_\_

Street & Box \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Director/Administrator \_\_\_\_\_ Title \_\_\_\_\_

Is agency an equal opportunity employer? Yes \_\_\_\_\_ No \_\_\_\_\_

Source of Funding: Private \_\_\_\_\_ Public \_\_\_\_\_ Sectarian \_\_\_\_\_ For Profit \_\_\_\_\_

Area(s) of Practice: (check all that apply)

INDIVIDUAL/FAMILY SERVICES

<input type="checkbox"/> Adoption	<input type="checkbox"/> Child Protection	<input type="checkbox"/> Adult Protection
<input type="checkbox"/> Domestic Violence	<input type="checkbox"/> Temporary Shelter	<input type="checkbox"/> Mental Retardation
<input type="checkbox"/> Public Welfare	<input type="checkbox"/> School Social Work	<input type="checkbox"/> Industrial Social Work
<input type="checkbox"/> Adult Corrections	<input type="checkbox"/> Juvenile Corrections	

HEALTH-RELATED SERVICES

<input type="checkbox"/> Hospital	<input type="checkbox"/> Alcohol & Drug Rehab	<input type="checkbox"/> Nursing Home
<input type="checkbox"/> Hospice	<input type="checkbox"/> Physical Rehabilitation	<input type="checkbox"/> Public Health
<input type="checkbox"/> Clinic	<input type="checkbox"/> Home Health	<input type="checkbox"/> Health education program

MENTAL HEALTH SERVICES

<input type="checkbox"/> Hospital	<input type="checkbox"/> Community Based	<input type="checkbox"/> Private Practitioner
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INDIRECT SERVICES

<input type="checkbox"/> Community Organization	<input type="checkbox"/> Advocacy	<input type="checkbox"/> Development
<input type="checkbox"/> Research	<input type="checkbox"/> Education	<input type="checkbox"/> Political Efforts
<input type="checkbox"/> Policy Analysis		

Vulnerable Populations Served: (check all that apply)

Children  Women  Elderly persons  African Americans  Gay men & women

Agency working hours: Daytime \_\_\_\_\_ Nighttime \_\_\_\_\_ Weekend \_\_\_\_\_

Agency dress code: Male employees \_\_\_\_\_

Female employees \_\_\_\_\_

Is transportation required of students in field placement? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is a mileage allowance granted students using their own transportation on the job? \_\_\_ Yes \_\_\_ No

Are agency vehicles available for student official use? \_\_\_\_\_ Yes \_\_\_\_\_ No

What physical amenities are provided students in field placement?

Telephone: \_\_\_\_\_ private \_\_\_\_\_ shared \_\_\_\_\_ none

Desk: \_\_\_\_\_ private \_\_\_\_\_ shared \_\_\_\_\_ none

Office space: \_\_\_\_\_ private \_\_\_\_\_ shared \_\_\_\_\_ none

How many students can you accommodate per semester? \_\_\_\_\_

Will legal background checks of students be required? Yes \_\_\_\_\_ No \_\_\_\_\_

Will students need health screening or inoculations? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what is required? \_\_\_\_\_

Other Requirements? \_\_\_\_\_

**Form 15****AGREEMENT BETWEEN AGENCY AND UNIVERSITY**

Blanket agreement signed by agencies accepting students for the **SWO 475 Field Instruction**. Not to be used for the placement of individual students. To be completed each year.

**Delta State University  
Department of Social Work  
Field Instruction  
Agency and University Agreement**

This agreement is between (name of agency) \_\_\_\_\_ and the Department of Social Work at Delta State University, Cleveland, MS, regarding Field Instruction (or internship) of a Delta State University senior social work major in the agency named here. The Delta State University Field Instruction Manual is part of this contract and is to be followed by the student, school, and agency. This agreement is in effect (date) \_\_\_\_\_ through (date) \_\_\_\_\_.

(Name of Agency) \_\_\_\_\_ agrees in accepting a student for Field Instruction to provide them with supervision and experiences consistent with the objectives of the Delta State University Department of Social Work as specified in the Field Instruction Manual. Either party may cancel this agreement before the end of the semester provided ample notice is given so that other arrangements may be made for the student and clients for whom the student is responsible. If there are personnel or policy changes made in the agency that would affect the student, the agency is to notify the Field Liaison immediately so the impact of the changes can be assessed and plans made for the student to continue in the agency under adequate supervision or to be moved.

It is understood that while the agency will assist in determining the grade received by the student, the ultimate responsibility for determining and assigning that grade lies with the University Field Liaison assigned to each student.

This agency is an equal opportunity employer.

**THE FOLLOWING AGENCY PERSONNEL WILL INSTRUCT THE STUDENTS:**

Primary Instructor (Name) \_\_\_\_\_ (Title) \_\_\_\_\_

The Primary Instructor is the person to whom the student will answer and is the person who will evaluate the student.

Support Instructor (Name) \_\_\_\_\_ (Title) \_\_\_\_\_

A Support Instructor is not required, but in some agencies this person will be available to help the student in the temporary absence of the primary Instructor.

AGENCY \_\_\_\_\_

Address \_\_\_\_\_

Agency Representative (Please type or print) \_\_\_\_\_

**SIGNATURES**

Agency Representative \_\_\_\_\_ Date \_\_\_\_\_

University Director of Field Instruction \_\_\_\_\_ Date \_\_\_\_\_