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 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 that emphasizes 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

The Department of Social Work has adopted the following ten core competencies identified by the 2008 EPAS for the professional social work curriculum. These core competencies are consistent with EP 2.1 through EP 2.110(d).

**Core Competency 1 - Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth (Educational Policy 2.1.1).

**Core Competency 2 - Apply Social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law (Educational Policy 2.1.2).

**Core Competency 3 - Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information (Educational Policy 2.1.3).

**Core Competency 4 - Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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 (Educational Policy 2.1.4).

**Core Competency 5 - Advance human rights and social economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard living, health care, and education. Social workers recognize the global interconnection of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organization, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice (Education Policy 2.1.5).

**Core Competency 6 - Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social
service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge (Educational 2.1.6).

**Core Competency 7 - Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development (Educational Policy 2.1.7).

**Core Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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 (Educational 2.1.8).

**Core Competency 9 - Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively (Educational Policy 2.1.9).

**Core Competency 10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals, using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice (Educational Policy 2.1.10(a)-(d). The Department's core competencies are consistent with Educational Policy CC 2.1 through CC 2.1.10(d). The curriculum design is predicated on the core competencies.

**PRACTICE BEHAVIORS**

The Department of Social Work has adopted the following practice behaviors as operational definitions for each of its competencies which are used in its curriculum design and assessment. They are consistent with the practice behaviors denoted in EP 2.1 through 2.1.10(d).

**Core Competency 1 - Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.
The following **practice behaviors** operationalize Core Competency 1. These operational definitions correspond to practice behaviors in Educational Policy 2.1.1.

- Social workers advocate for client access to the services of social work.
- Social workers practice personal reflection and self-correction to assure continual professional development.
- Social workers attend to professional roles and boundaries;
- Social workers demonstrate professional demeanor in behavior, appearance, and communication;
- Social workers engage in career-long learning; and
- Social workers use supervision and consultation.

**Core Competency 2 - Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
The following **practice behaviors** operationalize Core Competency 2. These operational definitions correspond to practice behaviors in Educational Policy 2.1.2.

- Social workers recognize and manage personal values in a way that allows professional values to guide practice.
- Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Social workers tolerate ambiguity in resolving ethical conflicts; and
- Social workers apply strategies of ethical reasoning to arrive at principled decisions.

**Core Competency 3 - Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.
The following **practice behaviors** operationalize Core Competency 3. These operational definitions correspond to practice behaviors in Educational Policy 2.1.3.

- Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Social workers analyze models of assessment, prevention, intervention, and evaluation; and
- Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Core Competency 4 - Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is the critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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.
The following **practice behaviors** operationalize Core Competency 4. These operational definitions correspond to practice behaviors in Education Policy 2.1.4.

- Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- Social workers view themselves as learners and engage those with whom they work as informants.

Core Competency 5 - Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.
The following **practice behaviors** operationalize Core Competency 5. These operational definitions correspond to practice behaviors in Educational Policy 2.1.5.

- Social workers understand the forms and mechanisms of oppression and discrimination;
- Social workers advocate for human rights and social and economic justice; and
- Social workers engage in practices that advance social and economic justice.

Core Competency 6 - Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.
The following **practice behaviors** operationalize Core Competency 6. These operational definitions correspond to practice behaviors in Educational Policy 2.1.6.

- Social workers use practice experience to inform scientific inquiry and
- Social workers use research evidence to inform practice.
Core Competency 7 - Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. The following practice behaviors operationalize Core Competency 7. These operational definitions correspond to practice behaviors in Educational Policy 2.1.7.

- Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Social workers critique and apply knowledge to understand person and environment.

Core Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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. The following practice behaviors operationalize Core Competency 8. These operational definitions correspond to practice behaviors in Educational Policy 2.1.8.

- Social workers analyze, formulate, and advocate for policies that advance social well-being; and
- Social workers collaborate with colleagues and clients for effective policy action.

Core Competency 9 - Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively. The following practice behaviors operationalize Core Competency 9. These operational definitions correspond to practice behaviors in Educational Policy 2.1.9.

- Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Core Competency 10(a) - (d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes
and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. The following practice behaviors operationalize Core Competency 10. These operational definitions correspond to practice behaviors in Educational Policy 2.1.10.

**Core Competency 2.1.10 (a) - Engagement**

- Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- Social workers use empathy and other interpersonal skills; and
- Social workers develop a mutually agreed-on focus of work and desired outcomes.

**Core Competency 2.1.10 (b) - Assessment**

- Social workers collect, organize, and interpret client data;
- Social workers assess client strengths and limitations;
- Social workers develop mutually agreed-on intervention goals and objectives; and
- Social workers select appropriate intervention strategies.

**Core Competency 2.1.10 (c) - Intervention**

- Social workers initiate actions to achieve organizational goals;
- Social workers implement prevention interventions that enhance client capacities;
- Social workers help clients resolve problems;
- Social workers negotiate, mediate, and advocate for clients; and
- Social workers facilitate transitions and endings

**Core Competency 2.1.10 (d) - Evaluation**

- Social workers critically analyze, monitor, and evaluate interventions.

The aforementioned practice behaviors provide the operational definitions for each of the core competencies infused throughout the Department's curriculum design and assessment [CC 2.1 through 2.1.10(d)].

**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. Under special circumstances and at the discretion of the Social Work Faculty Committee, liberal arts courses that are not prerequisites to other courses may be taken after entering Field.

2. Students are required to have a 2.25 GPA. to be admitted to Field Instruction.

3. Students must have satisfied the university writing proficiency requirement by having passed the writing proficiency exam or by completing ENG 301 before entering senior field instruction.

4. 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.

5. Students are responsible for their own transportation to and from their assigned agency.

6. Students are required to have professional liability insurance by December 1, of 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 Field Instruction assignment will be given to the student.

APPLICATION FOR FIELD INSTRUCTION

1. Application for being admitted to Field Instruction is made in the spring semester prior to 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 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 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 with the student 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.

After the spring grades have been posted, the student will be notified in writing of their tentative acceptance or non-acceptance for Field Practicum for the following spring semester; final acceptance cannot be made until the fall semester of the senior year, since student’s circumstances sometimes change.

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 development 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 for strengthening 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 group training meeting held in the fall before Field Instruction begins in January provides orientation for new Field Instructors and training for all Field Instructors in 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 referring students for treatment of the students’ personal problems.

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 and giving orientation to the students for field. Attendance at this part of seminar is a requirement for credit for the course; 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. Opportunities to receive training in how to be an effective Field Instructor will be made available by the Department, and the Field Instructors are expected 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 staffings 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.


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 in the spring semester of the student’s junior year. In this meeting, Field Instruction will be explained, the Field Manual will be read, and questions will be answered. Application forms for Field will be distributed.

2. Apply for admission to Field Instruction during the spring semester prior to the student’s senior year by completing the Field Application form 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 first of December of the senior year.

5. Provide own transportation to and from Field Instruction.

6. Abide by the syllabus for SWO 475 Field Instruction.

7. Take an active role in contracting for own individual learning objectives.

8. Abide by the policies and regulations of the host agency.

9. Adhere to the NASW Code of Ethics.
9. Evaluate placement agency at the end of the semester and share evaluation with Field Instructor. (Appendix: Form 12).

10. Participate in an exit interview with the student’s faculty advisor.
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 1
Rev. 6/12
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.
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)
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 3  
Rev. 6/12
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

_________________________________________________________
Student’s Signature

Fm. 4
Rev. 6/12
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.
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)
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.
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)

Fm. 6
Rev. 6/12
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 ___________

Fm. 7
Rev. 6/12
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 ________________________
Current College Address _________________________________________________________
Telephone ____________________________ E-mail_________________________________
Summer Address _________________________________ Contact #’s____________________

**Academic Record:** *To be completed by the Director of Field Education*

Anticipated Graduation Date_______________________________________________
Total Hours Completed ____________ Overall Grade Point Average _____________
Results of Writing Proficiency Exam Requirement Credit _________ Grade__________

**Experience:** *To be completed by the student*

1. Give any social service volunteer experience you have had, or anticipate having.
   Give agency and date.
   
   SWO 201 ________________________________________________________________
   SWO 303 ________________________________________________________________
   SWO 309 ________________________________________________________________
   SWO 320 ________________________________________________________________
   SWO 421 ________________________________________________________________
   Other _________________________________________________________________

2. Describe any *non-social work paid* work experience that you have had.
3. List and explain briefly any positions of leadership that you have had while in college.

4. What hobbies do you have? What leisure activities do you enjoy?

5. If you have a minor or have taken any elective courses, which you have found to be beneficial to your studies, list them below. Include any area of study which you have found rewarding or in which you have shown particular strength.

6. Have you made arrangements to have your own reliable car for getting to your Field Instruction agency? ______________

7. Do you have a valid driver’s license? _________ Are you afraid to drive to particular places? _________ If so, where? ____________________________

7. Describe your career goals. Be specific. (NOT: “I want to be a successful social worker.”)
Example: I want to be a child protection worker.
8. List below 3 social work fields of practice in which you would like to be placed during your senior year. Give preferred geographic locations.

1.

2.

3.

9. List below 3 social work fields of practice in which you would prefer not to be placed, and explain why you are not interested in them.

1.

2.

3.
Form 8A

Field Instruction Pre-Placement Interview Student Report

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

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: Cora Jackson, LMSW
    Instructor of Social Work and Director of Field Education
    Department of Social Work
    P. O. 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)

Fm. 8B
Rev. 6/12
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

________________________________________

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 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 10A), which becomes a part of the student’s permanent record.
Delta State University
Department Of Social Work
Field Instruction Activity Report

Student ________________________________ Agency ________________________________

Week of ________________ Date of Conference(s) with Field Instructor ________________

Hours: 

Tuesday _________________________  Wednesday ___________________________

Thursday ________________________    Friday ________________________________

Observational Activities

____ Field Trip  
____ Audio Visual  
____ Observational Interview

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

Meetings Attended

____ Staff Meeting  
____ Informational Meeting  
____ Court Sessions

Written Skills

____ Social Summary  
____ Case Recording  
____ Group Reports  
____ Agency Forms  
____ Letters  
____ Meeting Notes  
____ Activity Report  
____ Court Report

Use the bottom of this form to make comments you would like to share with your university liaison regarding your field experiences and problems you may be having applying classroom concepts in the field.
Form 10A

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 ____________________________

<table>
<thead>
<tr>
<th>SKILL LEARNING ACTIVITY</th>
<th>WRITTEN SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ intake interview</td>
<td>____ social summary</td>
</tr>
<tr>
<td>____ crisis interview</td>
<td>____ case recording</td>
</tr>
<tr>
<td>____ goal oriented interview</td>
<td>____ group reports</td>
</tr>
<tr>
<td>____ small group sessions</td>
<td>____ agency forms</td>
</tr>
<tr>
<td>____ large group sessions</td>
<td>____ letters</td>
</tr>
<tr>
<td>____ family interview</td>
<td>____ meeting notes</td>
</tr>
<tr>
<td>____ conference with member or members of agency staff</td>
<td>____ activity report</td>
</tr>
<tr>
<td>____ conference with resource person or persons</td>
<td>____ court report</td>
</tr>
</tbody>
</table>

MEETINGS ATTENDED

| ____ telephone calls          | ____ staff meetings       |
| ____ conference with Instructor | ____ informational meetings |
| ____ work with volunteers     | ____ 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 __________
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. (e.g., reliable, maintenance of days, hours, dress, timeliness, time management.)
5. Understands the agency's relationship to their community delivery system.
6. Seeks 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.
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.
22. Develops goals and objectives for assessing personal and professional growth.
23. Evaluates the processes and effectiveness of one's own practice.
## 5. Diversity

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Accepts human difference in social work generalist practice.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>28. Develops a positive worker/client relationship with diverse populations.</td>
</tr>
</tbody>
</table>


| 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. Identified the dynamics of change within organizational structures and communities.
55. Recognizes the impact of social policy on agencies, workers and populations at risk.
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.
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.

<table>
<thead>
<tr>
<th></th>
<th>NOT VERY WELL</th>
<th>EXTREMELY WELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity of experience to meet field placement objectives.</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Extent to which social work role in the agency was defined adequately for purposes of field instruction.</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Staff acceptance of you as a student social worker.</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Support and cooperation of administration staff.</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Physical facilities provided for student training.</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>In sum, your overall rating of the agency as a site for field placement.</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>NOT VERY WELL</th>
<th>EXTREMELY WELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a comfortable working relationship with you?</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Offer constructive criticism?</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Provide support when needed?</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Utilize confrontation when needed?</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Listen to your points of view?</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Provide help in times of crises?</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>
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:
   Rate yourself on the following:
   Very Little 1 2 3 4 5
   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

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Form 13

AGENCY FIELD INSTRUCTOR PROFILE

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

Phone (office) __________________ (cell) ___________________ home)____________________

Agency ____________________________________ Title ______________________________

Street/Box _________________________________ City/State ___________________Zip _________

Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Date</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
</table>

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

Professional Experience

<table>
<thead>
<tr>
<th>Agency</th>
<th>Address</th>
<th>Title</th>
<th>Dates</th>
</tr>
</thead>
</table>

Professional Affiliations:

NASW ______ ACSW ______ Other (specify)______________

Licensure: LSW_______ LMSW_______ LCSW_______ Other_________

*Attach a copy of your licensure card.*

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

___ Adoption             ___ Child Protection             ___ Adult Protection
___ Domestic Violence    ___ Temporary Shelter          ___ Mental Retardation
___ Public Welfare       ___ School Social Work         ___ Industrial Social Work
___ Adult Corrections    ___ Juvenile Corrections       

HEALTH-RELATED SERVICES

___ Hospital            ___ Alcohol & Drug Rehab        ___ Nursing Home
___ Hospice             ___ Physical Rehabilitation     ___ Public Health
___ Clinic              ___ Home Health                ___ Health education program

MENTAL HEALTH SERVICES

___ Hospital            ___ Community Based            ___ Private Practitioner

INDIRECT SERVICES

___ Community Organization ___ Advocacy ___ Development
___ Research ___ Education ___ Policy Analysis ___ Political Efforts

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? ________________________________
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.
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 _____________

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